

MyTeachingStrategies®

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# GOLD User Guide for Teachers



Welcome to *MyTeachingStrategies*® – the single entry point for Teaching Strategies digital classroom solutions. *MyTeachingStrategies*® offers one online location for accessing the digital tools, resources, and support that, together, make up what we know to be the essential pieces of high-quality classroom practice: teaching and assessing, reporting, ongoing professional development, and engaging with families.

This guide was written to support your use of *GOLD* with detailed, screen-by-screen guidance. From logging in and setting up your classroom plans, to gathering documentation and pulling reports, we'll walk you through each step.

We hope you'll find this guide helpful as you get started and continue to use this resource whenever you have questions about *GOLD*. And if you need technical support, representatives are available by e-mail and phone, Mondays through Fridays, 7:00 a.m. to 9:00 p.m. EST/EDT. A representative may be reached at +1 866-736-5913 or by emailing [support@teachingstrategies.com](mailto:support@teachingstrategies.com). Self-service guidance is also available through the *MyTeachingStrategies*® Support Portal at <https://teachingstrategies.force.com/portal/s/>.

## Let's get started!

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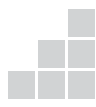
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MyTeachingStrategies®

# Getting Started

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Accessing *MyTeachingStrategies*®

Navigating *MyTeachingStrategies*®

Setting Language Preference to Spanish

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# Accessing MyTeachingStrategies®

## Signing In

Before you sign in, make sure you have the username and temporary password that you received by email from [Support@TeachingStrategies.com](mailto:Support@TeachingStrategies.com) for your MyTeachingStrategies® account.

To log in, go to [TeachingStrategies.com](https://TeachingStrategies.com) and click the **LOGIN** button at the top, right-hand side of the screen.

When the sign-in screen appears, enter your username and temporary password. Then click **SUBMIT**.

If you have not received this email, please contact your administrator.

### Forgot Password / Username

Use the **FORGOT PASSWORD?** and **FORGOT USERNAME?** links if you forget your information. Your username and a link to reset your password will automatically be sent to the email address in your profile.

For security reasons, the temporary password will expire 12 hours after it's sent, so please log in as soon as you receive the email.

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# Navigating MyTeachingStrategies®

When you sign into MyTeachingStrategies®, you will be taken to your personal **DASHBOARD**. The dashboard provides important personalized communications to help you get the most out of your MyTeachingStrategies® digital tools.

The screenshot shows the MyTeachingStrategies® GOLD dashboard for a teacher named Beth. The top navigation bar includes the logo and icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. The user's role is listed as Preschool BA. A large blue banner says "Welcome, Beth!". Below this is a "QUICK LINKS" section with buttons for "Create / View Plans", "Add Documentation", "Take a Course", "View Documentation Status", and "Share Activities with Family". The main content area is divided into two columns. The left column, titled "MY DAY TODAY", shows the date "Wednesday, March 29" and a topic "Balls - Exploring the Topic". It includes sections for "Preparation" (Collect materials and prepare for the day.), "Choice Time" (Outdoors Take a walk around the school to look for balls.), and "Question of the Day" (How do you play with this ball? (Display a playground ball.)). The right column, titled "FROM THE TEACHING STRATEGIES TEAM", features a photo of a smiling girl on a slide and a text box about "Teaching Strategies Women's History Month: 11 Women Leaders in Early Learning" dated March 23, 2023. A "SUPPORT" link is visible at the bottom right.

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## Navigation Bar

At the top of the page you'll find the **NAVIGATION BAR** with links to the 7 main areas of MyTeachingStrategies®: Library, Teach, Assess, Develop, Report, Family, and The Hub.

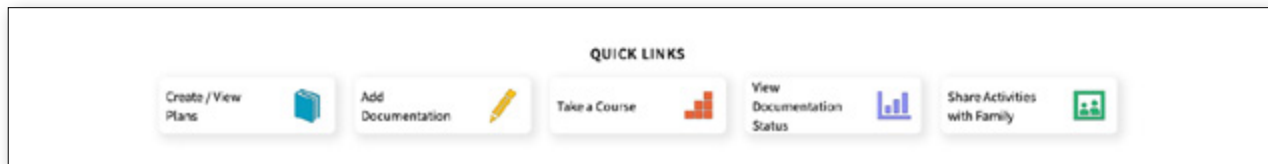


Click the MyTeachingStrategies® logo from any page to navigate back to your dashboard.

To the far-right of the navigation bar you'll also find your class identifier, indicating which class view you are currently using, and an icon with your initials that opens up your personal settings. Here you can check your messages, manage your user profile, manage your classes, toggle to a different classroom, or logout. Later in this guide we'll provide details for each of these areas.

## Quick Links

Under the navigation bar, you'll see your **QUICK LINKS**. These icons provide you with quick access to frequently used features within MyTeachingStrategies®.



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## My Day Today

Below your Quick Links you'll see a summary of your daily plan. If information has been added in the Teach area, your information will dynamically populate in this area every day. Click "View my whole day" at the bottom of this panel to access your planning calendar within the Teach area.

## Messages

Below your schedule are your personalized Messages. These include messages your administrator has posted and/or prioritized. Most recent messages are listed first.

## Help Button

In the bottom left-hand corner of your screen is the HELP BUTTON icon. Select this option to access the MyTeachingStrategies® Support Portal.

**MY DAY TODAY**

**Wednesday, March 29**

**Balls - Exploring the Topic**

**Preparation**  
Collect materials and prepare for the day.

**Choice Time**  
Outdoors Take a walk around the school to look for balls.

**Question of the Day**  
How do you play with this ball? (Display a playground ball.)

**Large Group**  
What Can We Do With Balls? Discuss and describe the use of different balls from the collection.

[+ View my whole day](#)

**MESSAGES**

[63 / 27](#) Family Conferences - Week of April 24th

[+ View All](#)

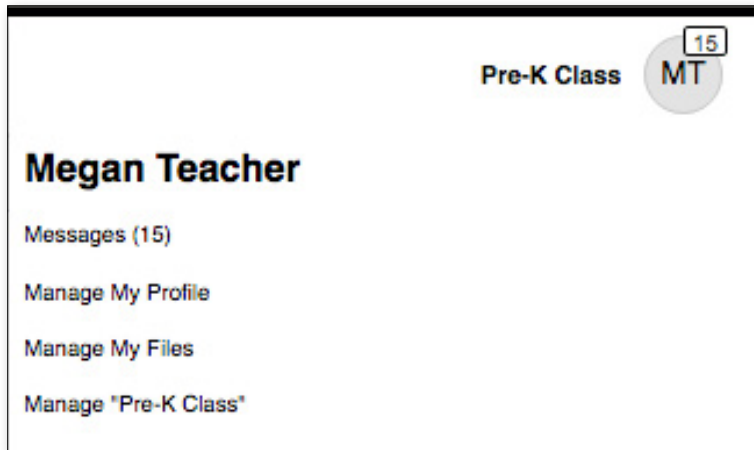


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# Setting Your Language Preference to Spanish

You can set the language preference of your MyTeachingStrategies® interface to Spanish in your user profile.

- 1 To set your language preference to Spanish, select **MANAGE MY PROFILE** from the settings drop-down menu.



- 2 Select the + option next to **MYTEACHINGSTRATEGIES® PREFERENCES**.

- 3 Select **SPANISH** under "Select language preferences for viewing the GOLD® site."

A screenshot of the "MyTeachingStrategies® Preferences" form. The form has a title bar and a close button. It contains two sections. The first section is titled "Sort Children in MyTeachingStrategies® by" and has a dropdown menu with "First Name" and "Last Name" options. The second section is titled "Select language preference for viewing the GOLD® Site" and has two radio buttons: "English" and "Spanish". A blue line connects the "2" instruction to the "+" icon next to the "MYTEACHINGSTRATEGIES® PREFERENCES" title. Another blue line connects the "3" instruction to the "Spanish" radio button. Below these sections, there is a field for "Current Password" with a password mask and a "Save" button. A blue line connects the "4" instruction to the "Current Password" field. Another blue line connects the "5" instruction to the "Save" button. At the bottom of the form, there is a footer with links: "Home | Contact Us | Terms of Use | Privacy Policy" and a copyright notice: "Copyright© 2009-2023 Teaching Strategies, LLC".

- 4 Enter your password in **CURRENT PASSWORD**.

- 5 Select **SAVE**.

MyTeachingStrategies®

# Teach



Weekly Template

Month View Calendar

Week View Calendar

Custom Activities

Intentional Teaching Experiences

Mighty Minutes

Weekly Routines Calendar

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## Teach Area

The **TEACH** area provides planning functionality to help you link your assessment data with instruction. Here you'll find weekly and monthly planning calendars and digital curriculum assets.

Within the Teach **SUB-NAVIGATION BAR** you'll find three options: **MONTH**, **WEEK**, and **WEEKLY TEMPLATE**.

**WEEK** shows your weekly calendar view. Your weekly calendar will provide more detail into your daily schedule of activities. In the weekly view you can:

- Add Custom Activities
- Add Intentional Teaching Experiences
- Add Mighty Minutes activities
- Print your weekly plan
- Submit a weekly plan
- Share plans with families

**MONTH** shows your monthly calendar view. Here you'll see a high-level snapshot of what topics you'll be covering throughout the month. In the monthly view you can:

- Modify days
- Clear days

**WEEKLY TEMPLATE** allows you to customize your weekly calendar view. Changes made to your template will be reflected in your weekly calendar view week-after-week. In the weekly template you can:

- Add to your template
- Delete from your template
- Reorder your template

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## Weekly Template

By setting up your weekly template you can automatically populate your weekly plans with your classroom schedule. You can add, delete, or reorder times of day within the template to reflect your classroom schedule.



Scan QR code to learn more.

From the sub-navigation, select **WEEKLY TEMPLATE**.

The screenshot displays the MyTeachingStrategies GOLD interface. At the top, the navigation bar includes icons for Library, Teach (selected), Assess, Develop, Report, Family, and The Hub. The user is logged in as 'Preschool BA'. Below the navigation bar, the 'Weekly Template' tab is active. On the left, a sidebar contains options: 'Add To Template', 'Delete From Template', 'Move/Copy Activity', and 'Reset Template'. The main area is titled 'Settings' and shows a grid for configuring activities for each day of the week (Mon-Fri). Each day's column has a green checkmark in the top right corner. The activities listed for each day are: Preparation, Choice Time, Question of the Day, Large Group, Read-Aloud, Small Group, Mighty Minutes\*, Outdoors, Large-Group Roundup, Family Partnerships, Wow! Experiences, Individual Child Plan, and Custom. Each activity has a 'Fixed' checkbox below it, which is currently unchecked for all items.

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# Month View Calendar

You can customize your Month View calendar to account for holidays, school closures, or any other deviations from your typical schedule. You can also clear any days you have modified if there is a change.



Scan QR code to learn more.

MyTeachingStrategies®

Library

Teach

Assess

Develop

Report

Family

The Hub

Preschool BA

WeekMonthWeekly Template

Modify Days

Clear Days

<

April 2023

>

Mon	Tue	Wed	Thu	Fri
Balls - Investigation 1 3	Balls - Investigation 1 4	Balls - Investigation 1 5	Balls - Investigation 2 6	Balls - Investigation 2 7
Spring Break 10	Spring Break 11	Spring Break 12	Spring Break 13	Spring Break 14
Balls - Investigation 2 17	Balls - Investigation 3 18	Balls - Investigation 3 19	Balls - Investigation 3 20	Balls - Investigation 3 21
Balls - Investigation 4 24	Balls - Investigation 4 25	Balls - Investigation 4 26	Balls - Celebrating Learning 27	Balls - Celebrating Learning 28
Buildings - Exploring the Topic 1	Buildings - Exploring the Topic 2	Buildings - Exploring the Topic 3	Buildings - Exploring the Topic 4	Buildings - Investigation 1 5

?

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## Week View Calendar

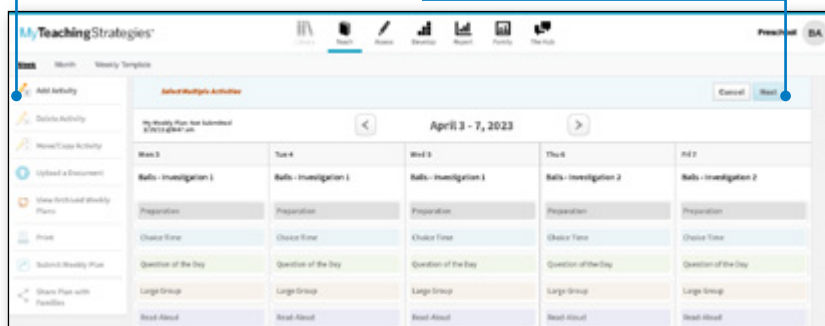
Once you've set up a template and used the monthly features, your weekly calendar will update to reflect these plans. You can also modify your weekly calendar to add additional times of day beyond what is coming from your weekly template. You can also delete any activities and reorder a particular week's schedule.

### Planning Your Week

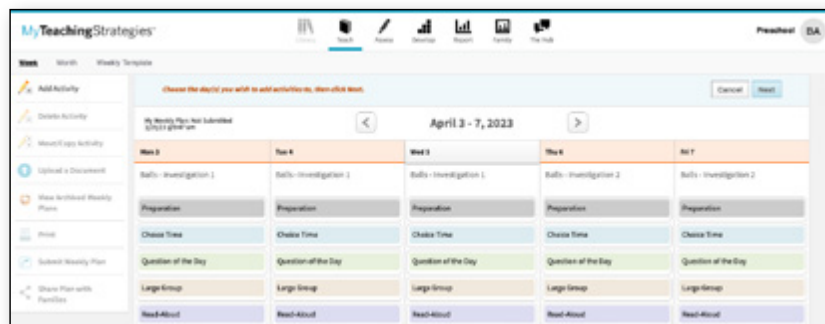
Select an unplanned time of day to plan for that time of day.

Select **ADD ACTIVITY** from the left-hand side of the screen.

Select the days of the week you wish to add activities to; then select **NEXT**.

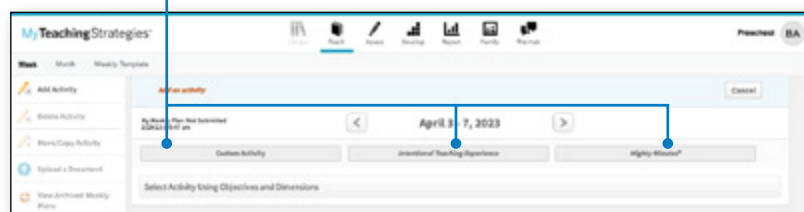


You can also select Add Activity to plan for times of day beyond what is coming from your Weekly Template



For either workflow, you will then choose to plan a Custom Activity, Intentional Teaching Experience, or a Mighty Minutes activity.

Select either **CUSTOM ACTIVITY**, **INTENTIONAL TEACHING EXPERIENCE** or **MIGHTY MINUTES**.



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## Custom Activities

You can create your own custom activities to add to your weekly plans. These activities can be saved and used again for future weekly plans.

Select any unplanned time of day on your weekly calendar and select **NEXT**.

Select **CUSTOM ACTIVITY**.

Add a title and a description under "What You Do," select a time of day, select any related objectives/dimensions, select the children participating in the activity, and select if you wish to save this activity to your library for future use.

If you have saved custom activities, you can select one to prefill the items.

Select **ADD TO PLAN** to add the activity to your plan.



Scan QR code to learn more.

The screenshot displays the MyTeachingStrategies GOLD interface. At the top, the navigation bar includes icons for Library, Teach, Assess, Develop, Report, Family, and The Hub. The user is logged in as 'Preschool BA'. Below the navigation bar, the 'Weekly Template' tab is selected. On the left sidebar, there are options: Add Activity, Delete Activity, Move/Copy Activity, Upload a Document, View Archived Weekly Plans, Print, Submit Weekly Plan, and Share Plan with Families. The main content area shows a 'Custom Activity' form. At the top of the form, it says 'My Weekly Plan: Not Submitted 3/25/23 @9:47 am' and 'April 3 - 7, 2023'. The form has a title 'Custom Activity' and a subtitle '(Select children, name your activity and a note, click to save to add to calendar)'. There are two input fields: 'Activity Name:' and 'Activity Type:' (with a dropdown menu showing 'Large Group'). Below these is a 'What You Do:' section with a rich text editor. At the bottom of the form, there are three expandable sections: 'Activity Library +', 'Select Children +', and 'Objectives and Dimensions: +'. There is also a checkbox 'Save to my library'. At the bottom right of the form, there are two buttons: 'Cancel' and 'Add to Plan'.

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## Intentional Teaching Experiences

Intentional Teaching Experiences are activities designed to help you support individualized instruction for children in small-group, large-group, or one-on-one settings. With GOLD, you have access to the entire library of 260+ Intentional Teaching Experiences that will draw from the most recent assessment information available for each child in your classroom to help you plan for and teach these activities. While teaching, you will have the opportunity to add documentation with preliminary levels into children's portfolios.



Scan QR code to learn more.

### Planning for Intentional Teaching Experiences

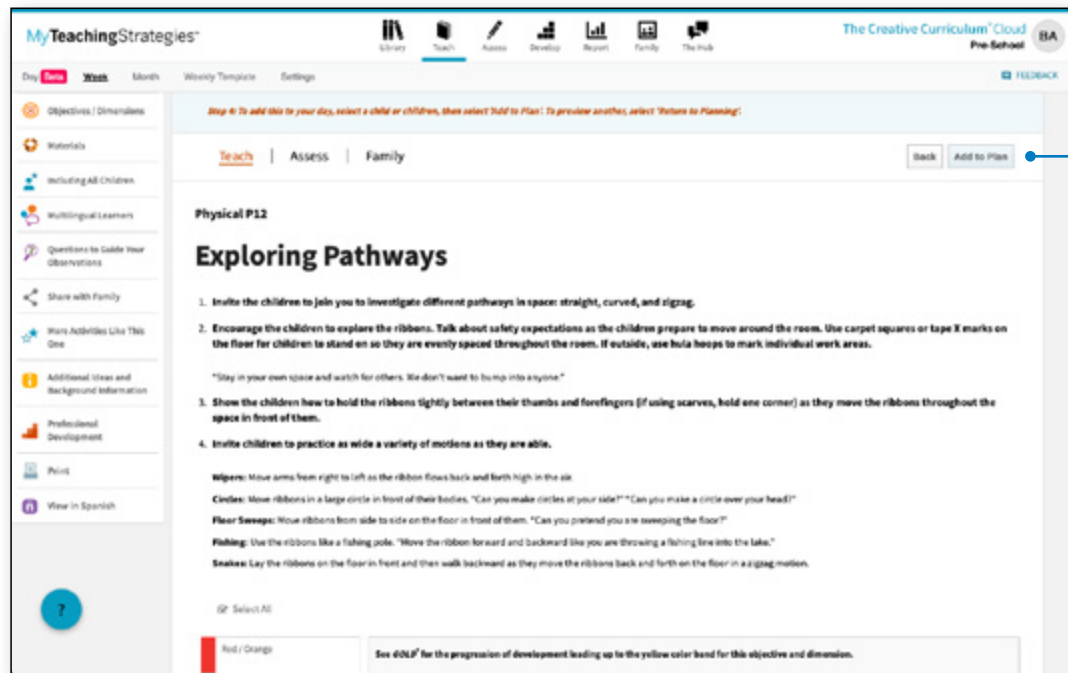
You will use the most recent assessment information for the children in your classroom to purposefully plan for and teach these experiences by using the Class Profile to select an objective or dimension.

Intentional Teaching Experiences will appear, listed with their title, primary objective/dimension, and any materials needed. These experiences will appear in order based on the selected objective/dimension, with the first Intentional Teaching Experiences having the selected objective/dimension as its primary focus.

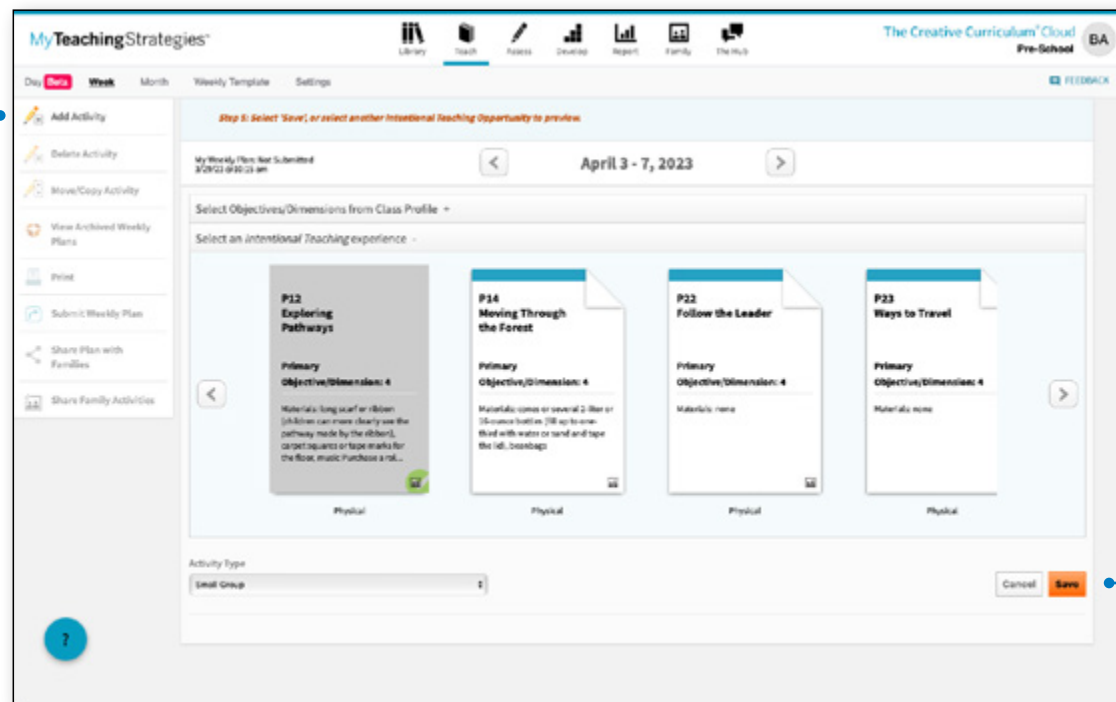


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Preview the Intentional Teaching Experience. Then select **ADD TO PLAN**.



Verify the time of day you are planning for, then select **SAVE** to add the activity to your plan.



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## Teaching with Intentional Teaching Experiences

Once you have planned for an Intentional Teaching Experience, you can use the various features of the activity to guide your instruction, add documentation, and share a family version of the activity with families via the Teaching Strategies Family app.

The embedded Teaching Sequence offers guidance on how to teach each individual child. The names of child records will appear within the Teaching Sequence based on their most recent preliminary levels or checkpoint ratings. The guidance appearing alongside the child records can be used to promote each child's development and learning for the knowledge, skills, and abilities of the experience's primary objective/dimension.

Toggle to **ASSESS** to access Questions to Guide Your Observations, which are aligned to the primary objective and several related objectives for that activity. Answer these questions by selecting the corresponding level for each child record on the progression aligned to each question, then selecting Save.

Toggle to **FAMILY** to access the family version of the classroom experience. Select Share with Family to print or download the activity, or share via Teaching Strategies Family.

The image displays three screenshots of the MyTeachingStrategies interface, illustrating the workflow for an Intentional Teaching Experience (ITE).

- Top Screenshot (Teach View):** Shows the 'Teach' tab selected. It displays the 'Exploring Pathways' activity with a list of instructions for the teacher. A sidebar on the left contains navigation options like 'Objectives / Dimensions', 'Materials', 'Including All Children', 'Modeling / Co-teaching', 'Questions to Guide Your Observations', 'Share with Family', 'More Activities Like This One', 'Additional Class and Background Information', 'Professional Development', 'Print', and 'View in Spanish'. A 'Back' button is visible in the top right.
- Middle Screenshot (Assess View):** Shows the 'Assess' tab selected. It displays 'Questions to Guide Your Observations' for the 'Exploring Pathways' activity. Below the questions is a table with columns for different levels (Level 1 to Level 4) and rows for various skills. A color-coded bar at the top indicates the progression from Level 1 (red) to Level 4 (purple). A 'Save' button is in the top right.
- Bottom Screenshot (Family View):** Shows the 'Family' tab selected. It displays a simplified version of the 'Exploring Pathways' activity, suitable for sharing with families. A 'Back' button is in the top right.

Blue lines and circles connect the text descriptions to the corresponding tabs in the interface: 'ASSESS' to the Assess tab, and 'FAMILY' to the Family tab.

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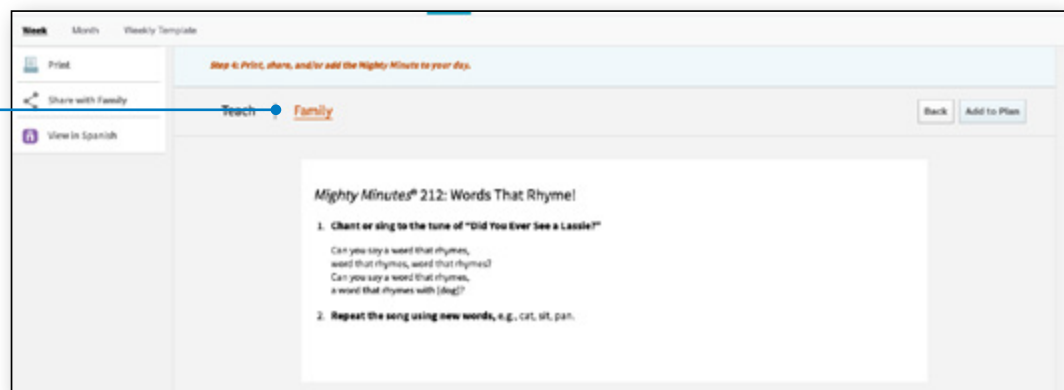
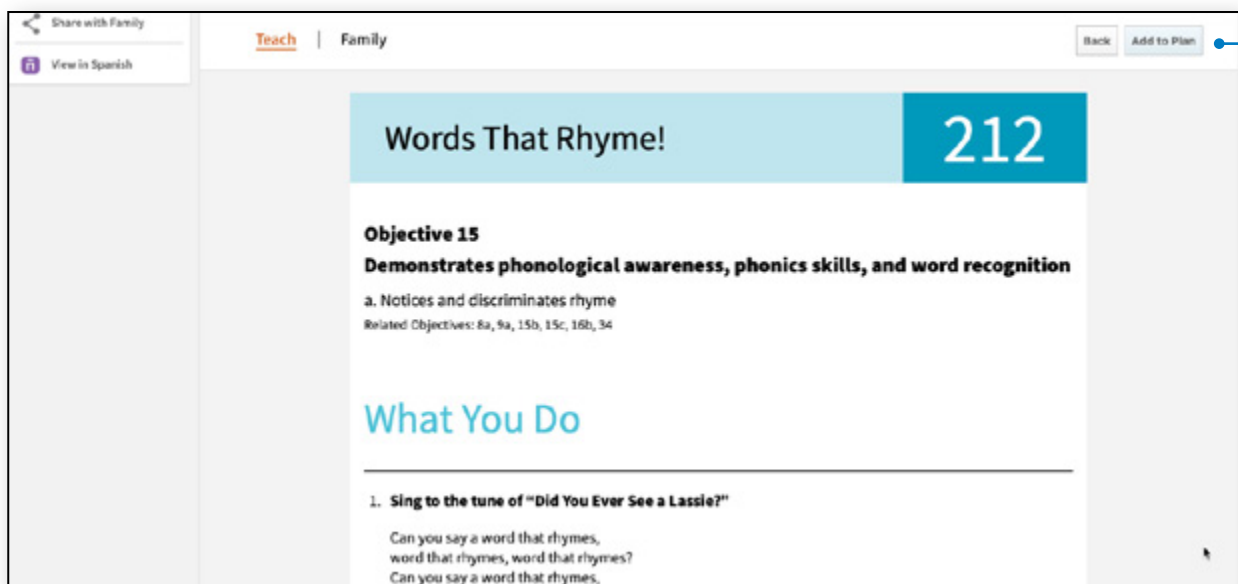
# Mighty Minutes®

Mighty Minutes feature short activities that include songs, chants, rhymes, and games that can help you turn every minute of the day into a learning opportunity. With GOLD, you have access to 100 Mighty Minutes activities that that you can add to the Mighty Minutes time of day.

Search for Mighty Minutes activities by objective/dimension. Then select an activity to preview.

Review the activity, then select **ADD TO PLAN**.

Toggle to **FAMILY** to access the family version of the classroom experience. Select Share with Family to print or download the activity, or share via Teaching Strategies Family



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## Weekly Routines Calendar

Teachers or caregivers for infants, toddlers, and twos classrooms can create a weekly plan for the five routines for each child in a classroom: Hellos and Goodbyes, Diapering and Toileting, Eating and Mealtimes, Sleeping and Nap Times, and Getting Dressed. These individual care plans can be created for each child. They are used to help you keep track of family-provided information about a child's routine and to help you select activities to support each routine.



Scan QR code to learn more.

1 Select **WEEKLY ROUTINES** from the Teach area sub-navigation.

2 Select **CREATE PLAN** to begin creating an individual care plan for a child.

	Hellos and Good-Byes	Diapering and Toileting	Eating and Mealtimes	Sleeping and Nap Time	Getting Dressed
Alicia Jacobson	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Dylan Mattison	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Hugo Martin	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Lauren Leland	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Lucy Bos	View Plan	Create Plan	View Plan	Create Plan	Create Plan
Mae Young	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Raul Lopez	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Sandy McNeill	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan
Todd Simpson	Create Plan	Create Plan	Create Plan	Create Plan	Create Plan

**Individual Care Plan**

What time will you usually arrive at the center?

What will help you and your child say goodbye to each other in the morning?

Any additional information with regards to arrival

Intentional Teaching Opportunities

Cancel Save

3 Respond to the questions with information provided by the child's family members and select **SAVE**.

# Assess

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At-A-Glance

Add Documentation

View Documentation

On the Spot

Checkpoints

COSF Checkpoint

KEA

Checkpoint Dates

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## Assess Area

In the Assess area, you'll find everything you need to enter assessment information for the children in your classroom. Here you can view and add documentation, and input your checkpoint ratings.

Within the Assess sub-navigation menu, you'll find up to seven options:

AT A GLANCE,  
ADD DOCUMENTATION,

VIEW DOCUMENTATION,  
ON THE SPOT, KEA (if applicable),

CHECKPOINTS,  
and COSF Checkpoint.

**MyTeachingStrategies® GOLD Preschool**

Navigation: Library, Teach, **Assess**, Develop, Report, Family, The Hub

Sub-navigation: **At a Glance**, Add Documentation, View Documentation, On The Spot, Checkpoints, Checkpoint Dates, COSF Checkpoint

CHECKPOINT PERIOD: **FALL 2022/2023**  
*Period is in the past*

	SOCIAL EMOTIONAL	PHYSICAL	LANGUAGE	COGNITIVE	LITERACY	MATHEMATICS	SCIENCE AND TECHNOLOGY
Bella Fernandez	16	9	8	10	3	12	5
Jonathan Hurst	16	8	11	10	17	12	5
Natasha Scorpino	9	9	8	1	17	12	5
Nezie Madella	10	10	9	10	18	12	5
Ruben Gutierrez	8	8	9	10	17	13	5
Sam Erickson	20	9	8	+	17	12	5
Shaute Samuels	10	7	8	10	17	12	5
Tianna Cotes	14	7	8	10	17	12	5
Troy Johnson	14	7	8	10	17	12	5
Vivian Ponce	8	7	8	10	1	12	5

**AT A GLANCE: CATEGORY ROLLUP**

ABOUT | HELP | LEGEND

Formative assessment is important work. The more we know about children's development the better we can individualize instruction to meet each child's needs. This At-a-Glance is intended to give you real time insights to help you prioritize and focus your observations each checkpoint to ensure you have a comprehensive picture of each child's development.

Welcome, Tim

93% 91%

SOCIAL-EMOTIONAL

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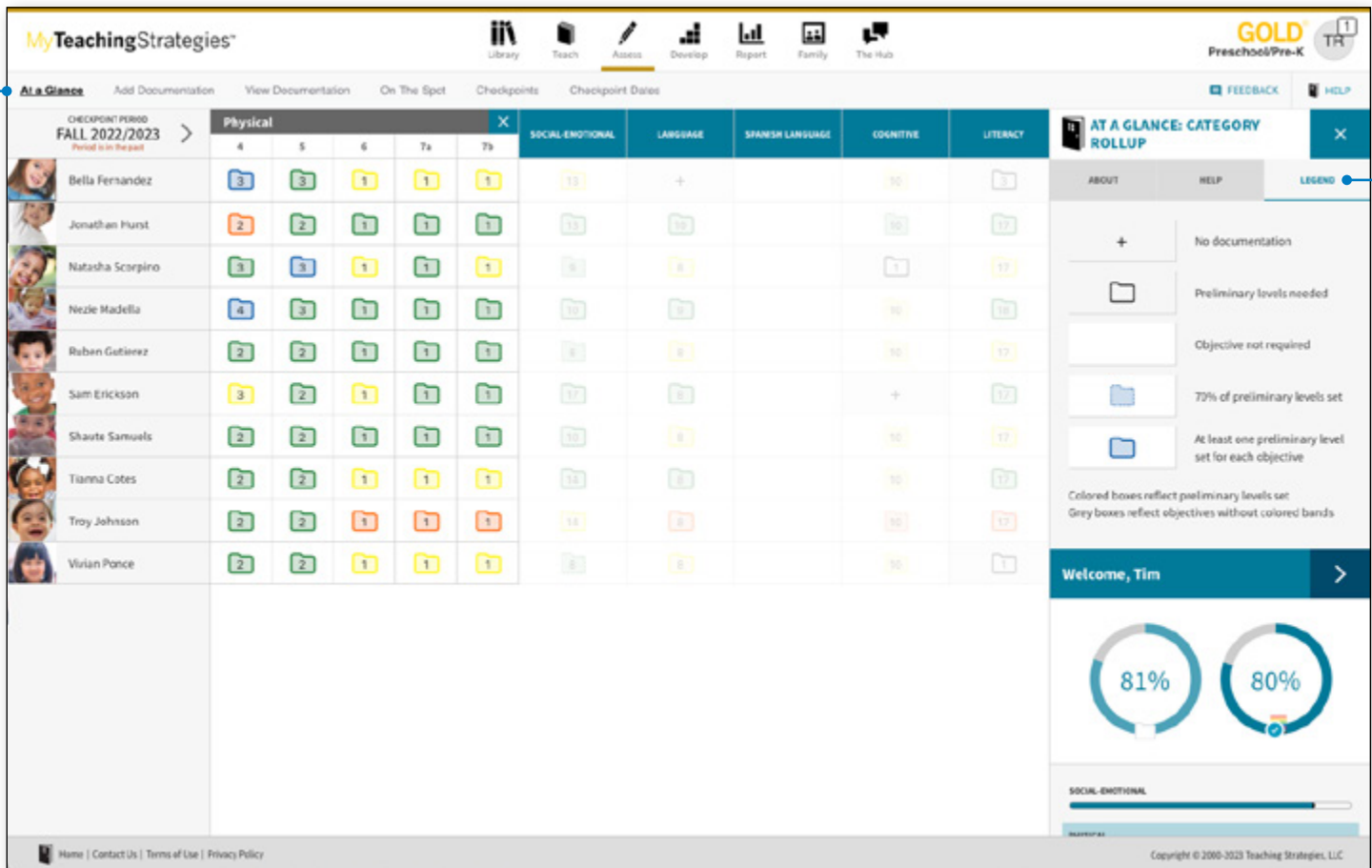
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## At-A-Glance

The At a Glance dashboard provides you with real-time, actionable information on your documentation collection. Use the status icons on the dashboard to quickly identify gaps in your documentation collection, and any objectives/dimensions that need attention for each child based on the most recently entered preliminary levels.



Scan QR code to learn more.



### Legend

Refer to the Legend to learn more about each status icon.



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## Status Icons

At the beginning of each checkpoint period, you will find the “No Documentation” and “Preliminary levels needed” status icons on the At-A-Glance. These icons will help you find gaps in your documentation collection for that checkpoint period.



Scan QR code to learn more.

	No documentation	<ul style="list-style-type: none"> <li>• Area View: Child has no documentation for any objective/dimension in the area.</li> <li>• Objective/Dimension View: Child has no documentation for that objective/dimension.</li> </ul>
	Preliminary levels needed	<ul style="list-style-type: none"> <li>• Area View: Child has documentation with at least one objective/dimension for that area, but there are missing preliminary levels.</li> <li>• Objective/Dimension View: Child has documentation with the objective/dimension tagged, but that documentation is missing preliminary levels.</li> </ul>

As you enter complete documentation with preliminary levels, you will find the “70% of preliminary levels set” and “At least one preliminary level set for each objective” status icons. The color of these icons will help you inform your instruction. Hover your cursor over these icons to learn more about how a child’s knowledge, skills, and abilities compare to widely held expectations.



Scan QR code to learn more.

	At least one preliminary level set for each objective	<ul style="list-style-type: none"> <li>• Area View: Each objective/dimension in the area has at least one preliminary level selected. The color of the status icon is determined by the most recent preliminary level for each progression rated so far during the checkpoint period. Grey boxes reflect objectives without colored bands.</li> <li>• Objective/Dimension: At least one preliminary level is selected for this objective/dimension this child. The color of the status icon is determined by the colored band at the most recently selected preliminary level. Grey boxes reflect objectives without colored bands.</li> </ul>
	70% of preliminary levels set	<ul style="list-style-type: none"> <li>• Area View: There are enough preliminary levels entered for the child to inform your checkpoint entry so that the child will appear in area-level reporting. For more information on the 70% Rule, please review this article: Why am I not seeing the same number of children in each area of the Snapshot, Comparative, and Growth reports?</li> <li>• Objective/Dimension View: Not Applicable</li> </ul>



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## Add Documentation

Add Documentation provides you with the ability to upload evidence of children demonstrating their knowledge, skills, and abilities, associating that evidence with objectives and dimensions, then entering preliminary levels that will guide your checkpoint rating entry and inform your instruction. This mobile-friendly feature is organized into three sections: Documentation, Objectives & Dimensions, and Children.

### Documentation

If your documentation includes a file, such as a picture, video, or sample of classroom work, select DROP FILE(S) HERE OR CLICK TO UPLOAD to choose a file from your device. If your documentation includes a note, type the observation into the Note field.



Scan QR code to learn more.

### Objectives & Dimensions

Tag all objectives and dimensions children demonstrated in the evidence.



Scan QR code to learn more.

### Children

Tag all children that appeared in the evidence you uploaded.



Scan QR code to learn more.

+ Add Documentation
FEEDBACK
?
Save and Add Another
Save and Close
X

DOCUMENTATION
OBJECTIVES & DIMENSIONS
CHILDREN

3/29/2023
FAMILY OBSERVATION
NOTE
The children took turns at the microphone, each managing their feelings and taking turns in different ways.

SOCIAL-EMOTIONAL
1. Regulates own emotions and behaviors
a. Manages feelings
b. Follows limits and expectations
c. Takes care of own needs appropriately
c1. Eating and drinking
c2. Toileting and personal hygiene
c3. Dressing
c4. Personal safety
2. Establishes and sustains positive relationships
a. Forms relationships with adults
b. Responds to emotional cues
c. Interacts with peers
d. Makes friends
3. Participates cooperatively and constructively in group situations

SELECT ALL
Bella Fernandez
Jonathan Hurst
Natasha Scorpino
Nezie Madella
Ruben Gutierrez
Sam Erickson
Shaute Samuels
Tianna Cotes
Troy Johnson
Vivian Ponce

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Scan QR code to learn more.

### Selecting Preliminary Levels

Once you have selected children and objectives and dimensions, you can enter preliminary levels to help you evaluate a child's knowledge, skills, and abilities. Toggle to other tagged objectives or dimensions to enter preliminary levels for those items.

### Saving

When you have entered preliminary levels for each child for each tagged objective and dimension, select Save and Close to save and return to the At A Glance dashboard, or Save and Add Another to save and return to Add Documentation. You will then find your saved documentation in View Documentation, and your At-A-Glance dashboard will then reflect the new assessment

The screenshot displays the GOLD interface with the following components:

- Top Bar:** Includes buttons for '+ Add Documentation', 'FEEDBACK', and a help icon. On the right, there are buttons for 'Save and Add Another', 'Save and Close', and a close icon (X).
- Left Panel:**
  - DOCUMENTATION:** Shows a photo of children in a classroom.
  - DATE:** 3/29/2023.
  - FAMILY OBSERVATION:** A toggle switch.
  - NOTE:** A text area containing the note: 'The children took turns at the microphone, each managing their feelings and taking turns in different ways.'
- Center Panel:**
  - OBJECTIVES & DIMENSIONS:** A list of objectives, with '3b. Solves social problems' selected.
  - ADD CHILDREN TO ASSESS:** A list of children: Bella Fernandez, Jonathan Hurst, and Sam Erickson.
- Right Panel:** A table for selecting preliminary levels for objective 3b.
 

	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Seeks adult help to resolve social problems		✓				
Suggests solutions to social problems			✓			
Resolves social problems through basic negotiation and compromise						

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## View Documentation

On View Documentation, you can review the documentation you and other teachers with access to your class have added to GOLD. You can edit documentation that you have added, print documentation, share documentation with families via Teaching Strategies Family, and use the Action Required filter to complete unfinished documentation.

### Edit, Share, and More

Select the icon with three dots to edit, share, individualize, or print documentation.



Scan QR code to learn more.

### Action Required Filter

Select Action Required to filter all documentation that is missing data. Select any documentation that then appears to complete your entry.



Scan QR code to learn more.

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## On The Spot

The On The Spot page includes forms teachers can print to collect observations for the Physical, Literacy, and Math objectives, and to track letter, number, and shape recognition.

The screenshot shows the 'On The Spot' section of the MyTeachingStrategies GOLD interface. It features three main form options: 'On the Spot Paper Form', 'Alphabet Concepts', and 'Number Concepts'. The 'Alphabet Concepts' form is expanded, showing a detailed grid for tracking letter recognition progress. The grid has columns for different levels of mastery (1-5) and rows for various children. A color-coded bar at the top indicates the progress for each child.

### On the Spot

Generate the On-The-Spot Recording Tool with your class list to print and use to collect evidence on the Physical, Literacy, and Mathematics objectives/dimensions.



Scan QR code to learn more.

This screenshot shows the 'Alphabet Concepts' form selected within the 'On The Spot' section. It displays a grid for tracking letter recognition progress for various children, with columns for different levels of mastery (1-5) and rows for various children.

### Alphabet, Numbers, and Shapes Forms

Use these forms to track letter, number, and shape recognition and connections for each child. After selecting a form, you will view the Progress Summary dashboard for your class that displays each child's progress for that form.

Select a child to view their form, where you can add new evidence and print the form.

This screenshot shows the 'Alphabet Concepts' form for a specific child, Bella Fernandez. It displays a grid for tracking letter recognition progress, with columns for different levels of mastery (1-5) and rows for various letters (Aa, Bb, Cc, Dd).

This screenshot shows the 'Alphabet Progress Summary' dashboard. It displays a table with columns for 'FIRST NAME LETTER RECOGNITION', 'RECOGNIZES LETTERS', 'WRITES LETTERS', and 'LETTER SOUND CONNECTION'. The table lists the progress for two children: Bella Fernandez and Jonathan Harrell.

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# Checkpoints

The Checkpoints dashboard gives you access to the tools you need to enter and finalize your assessment decisions at the end of each checkpoint period. This is where you will enter and finalize checkpoint ratings based on children's knowledge, skills, and abilities you have captured in documentation throughout the checkpoint period.

Use the status icons to track your checkpoint rating collection.



Scan QR code to learn more.

## Entering Checkpoint Ratings

After selecting an area on the Checkpoints dashboard, select an objective or dimension to begin entering checkpoint ratings for all children in your class at once for that item. Additionally, you can select a child or a status icon to begin entering checkpoint ratings for one child at a time.

- 1 Select an area to view that area's objectives and dimensions.

CHECKPOINT PERIOD SPRING 2022/2023		Social-Emotional		
		1a	1b	1c
	Bella Fernando	Checkpoint by Class: Manages feelings		
	Jonathan Hurst	✓	✓	✓
	Natasha Scorpino	✓	✓	+

- 2 Select an objective or dimension to begin entering checkpoint ratings for all children in your class at once for that item.

- 3 Additionally, you can select a child or a status icon to begin entering checkpoint ratings for one child at a time.

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Select the level within each child's row that best reflects the knowledge, skills, and abilities they demonstrated throughout the checkpoint period. Refer to any folders that appear within the progression for each child – these appear at the level that has been selected as a preliminary level on documentation. Once you have selected a checkpoint rating for each child in your class, select Save and Continue to save your selection and move to the next objective or dimension. You will continue this process for each objective and dimension within an area.



Scan QR code to learn more.

## Finalizing Checkpoint Ratings

Once you have entered checkpoint ratings for all children in your class for all objectives and dimensions in an area, the option to finalize that area will appear on the right side of the screen. Once you have finalized all areas, you have completed your checkpoint.



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## COSF Checkpoint

Teachers who have children who had IEP or IFSP entry information collected via another tool can enter the child's entry data using the COSF Checkpoint option in the Assess area.

Please note: In order to use this feature, you must be a user within a license that has OSEP enabled and the ability to use additional tools as the entry and/or exit tool for children enabled.

Access the COSF Checkpoint by selecting **COSF CHECKPOINT** from the Assess area.

The entry or exit outcome scores for this child will then be finalized.

1

Any child record with an entry and/or exit tool set to a tool other than GOLD® will appear. Select **START** under the Summary column for a child record.

**COSF Checkpoint Overview**

Not Started Preliminary Finalized

Name	Date of Entry to Part	Checkpoint	Summary	Outcome #1	Outcome #2	Outcome #3
Hamilton Birch	09/17/2022	Entry	<a href="#">Start</a>	Entry Required	Entry Required	Entry Required
		Exit	←non-GOLD/Item→	NR	NR	NR

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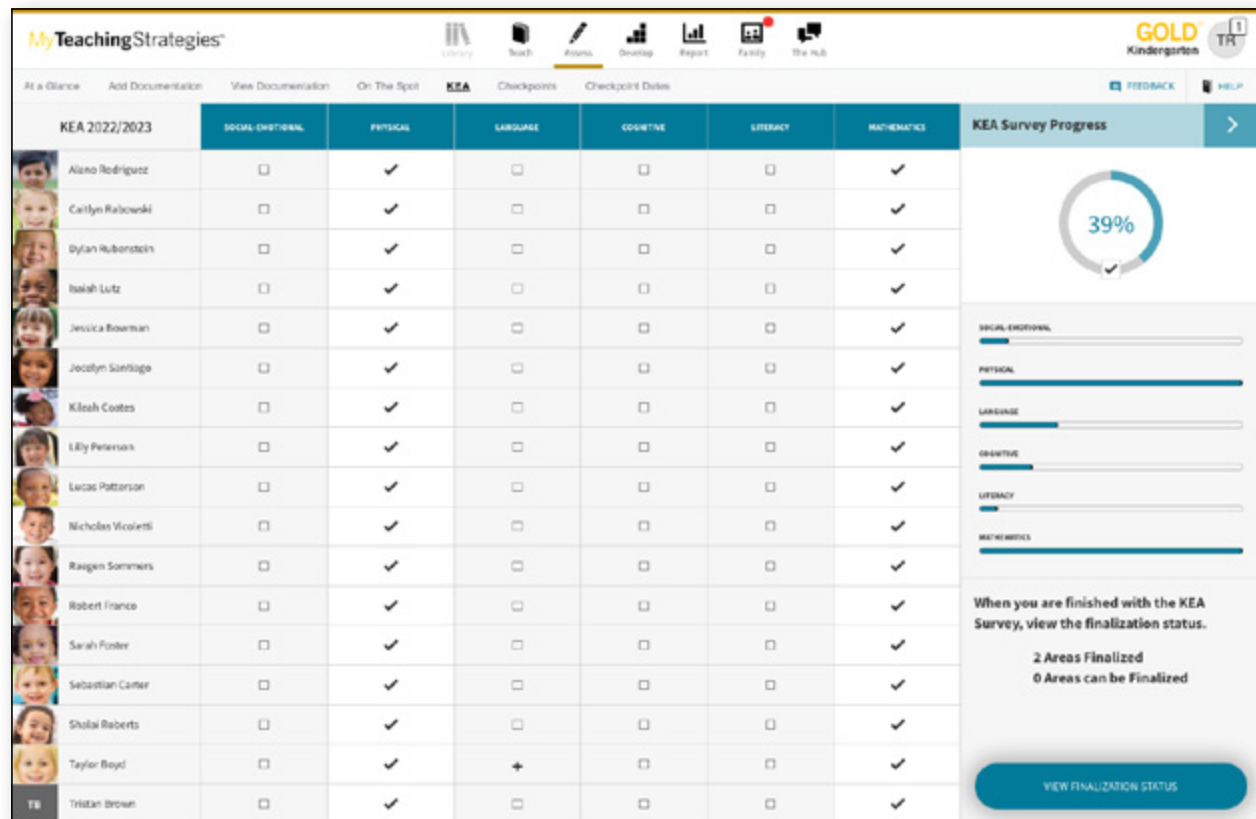
## KEA

Teachers with a kindergarten class can use the KEA (Kindergarten Entry Assessment) Survey to complete entry ratings that can be used to complete the KEA requirements for their state, and to inform their fall checkpoint. While assistant teachers can view KEA ratings, they cannot add or edit KEA ratings.

Use the status icons to track your KEA rating collection.



Scan QR code to learn more.



## Entering KEA Ratings

After selecting an area on the KEA dashboard, select an objective or dimension to begin entering KEA ratings for all children in your class at once for that item. Additionally, you can select a child or a status icon to begin entering KEA ratings for one child at a time.

- 1 Select an area to view that area's objectives and dimensions.

KEA 2022/2023		Literacy		
		15a	15b	15c
	Alano Rodriguez	Notices and discriminates rhyme		+
	Caitlyn Rabowski	+	✓	+
	Dylan Rubenstein	+	✓	+

- 2 Select an objective or dimension to begin entering KEA ratings for all children in your class at once for that item.

- 3 Additionally, you can select a child or a status icon to begin entering KEA ratings for one child at a time.



Scan QR code to learn more.



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Select the level within each child's row that best reflects their knowledge, skills, and abilities.

The word YES appears at the kindergarten entry level on the progression for the selected objective or dimensions – this corresponds with the KEA Survey question that appears on the right side of the screen. This question helps you focus on the indicator of kindergarten readiness for that objective and dimension as a starting point. Whether the children in your class are demonstrating skills at that level, below that level, or above that level will determine which level you select for the KEA rating for each child.

Many objectives also include an assessment prompt which is an optional short activity to help you quickly observe that item's associated skills. Using these prompts helps you answer the KEA Survey question.

Once you have selected a KEA rating for each child in your class, select Save and Continue to save your selection and move to the next objective or dimension. You will continue this process for each objective and dimension within an area – once you have completed an area, navigate to the next incomplete area. And once you have completed all areas, you will have completed your KEA.



Scan QR code to learn more.

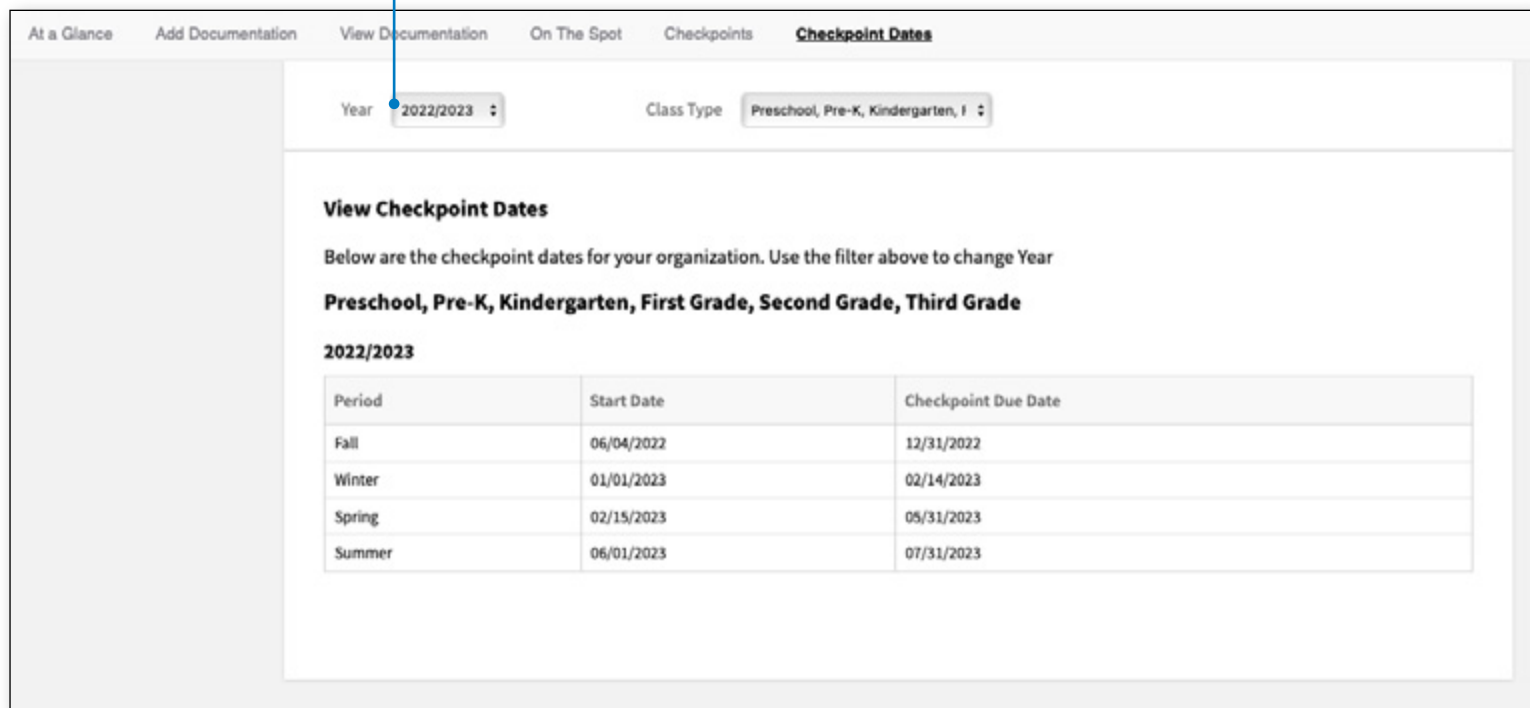
Demonstrates phonological awareness, phonics skills, and word recognition			Save and Continue				
KEA 2022/2023	15a. Notices and discriminates rhyme	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	KEA Question and Guidance
SOCIAL-EMOTIONAL 3-3				YES			<p><b>Is the student beginning to decide whether two words rhyme?</b></p> <p><b>Level Guidance</b> If the student does this consistently without your support, consider level 6 or higher.</p> <p><b>Assessment Prompt</b> Ask the student to listen as you say two words. If they rhyme, show the student how to give you a "thumbs up" sign. If they don't rhyme, show the student how to make a "thumbs down" sign.</p> <ul style="list-style-type: none"> <li>• ball fall</li> <li>• pig wig</li> <li>• cat pat</li> <li>• boy coat</li> <li>• paper car</li> <li>• nose nose</li> </ul> <p>If the student gets at least three items correct, mark "Yes."</p>
PHYSICAL 4-7							
LANGUAGE 8-10							
COGNITIVE 11-14							
LITERACY 15-19							
Demonstrates phonological awareness, phonics skills, and word recognition							
a. Notices and discriminates rhyme	Alano Rodriguez		✓				
	Caitlyn Rabowski			✓			
	Dylan Rubenstein				✓		
	Isaiah Lutz			✓			
b. Notices and discriminates alliteration	Jessica Bowman		✓				
c. Notices and discriminates discrete units of sound	Jocelyn Santiago			✓			
	Kileah Coates			✓			
d. Applies phonics concepts and knowledge of word structure to decode text	Lilly Peterson				✓		
	Lucas Patterson			✓			
16. Demonstrates knowledge of the alphabet	Nicholas Vicoletti		✓				
a. Identifies and names letters	Raegen Sommers	✓					
	Robert Franco		✓				
b. Identifies letter-sound correspondences	Sarah Foster			✓			
17. Demonstrates knowledge of sound and meaning	Sebastian Carter			✓			

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## Checkpoint Dates

To see your checkpoint due dates, select **CHECKPOINT DATES** from the sub-navigation.

Use the drop-down menu to adjust the year viewed.



**View Checkpoint Dates**

Below are the checkpoint dates for your organization. Use the filter above to change Year

**Preschool, Pre-K, Kindergarten, First Grade, Second Grade, Third Grade**

**2022/2023**

Period	Start Date	Checkpoint Due Date
Fall	06/04/2022	12/31/2022
Winter	01/01/2023	02/14/2023
Spring	02/15/2023	05/31/2023
Summer	06/01/2023	07/31/2023

# Develop

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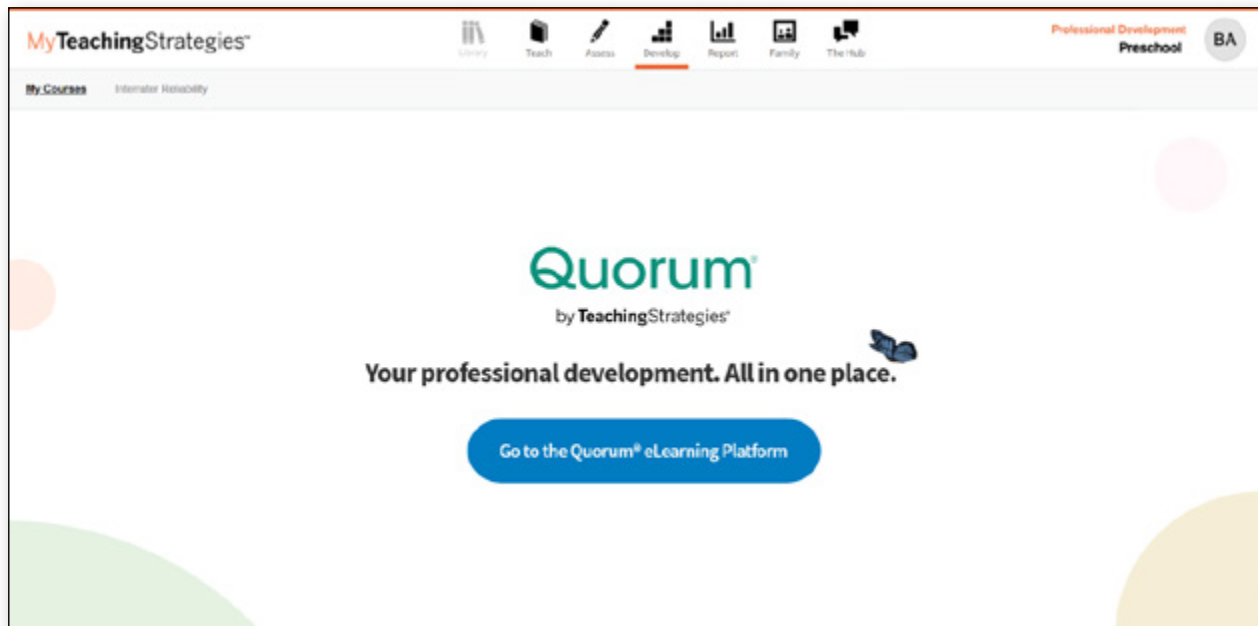
Quorum

Interrater Reliability

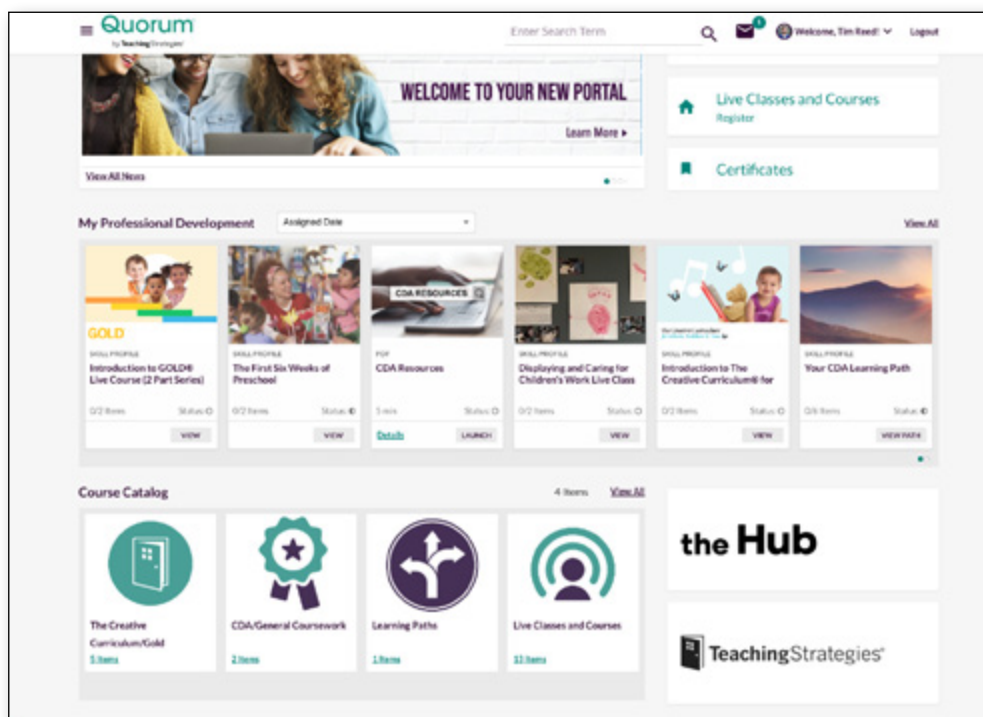
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## Quorum

Quorum is an eLearning platform that includes access to free product tutorials and courses on GOLD. To access Quorum, in the Develop area, select Go to the Quorum eLearning Platform.



On your Quorum dashboard, select Product Tutorials from the course catalog to access The Power of GOLD, our free, 2-hour introduction to GOLD. You can also choose to complete the other courses on GOLD as well.



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## Interrater Reliability Certification

Interrater reliability is an online certification process that gives you the opportunity to evaluate sample child portfolios and compare your ratings with those of Teaching Strategies' master raters.

It is important to use *GOLD*® reliably, both to scaffold children's learning and because your program administrator is likely to use your data in some way for reporting purposes. When you use assessment results to inform instructional decisions, accurate ratings enable you to choose effective teaching strategies. When you know you are using an assessment tool reliably, you can be confident about your classroom decisions. You know that you are interpreting evidence of children's development and learning in ways that enable you to plan for and respond appropriately to all of the children in your classroom.

### Interrater Reliability Certification Process

Interrater Reliability Certification is a certification tool. It's not designed to train you, or evaluate you as a teacher. Its purpose is to support your ability to make accurate assessment decisions.

You will begin the Interrater Reliability Certification process by evaluating sample portfolios. The portfolios include enough evidence to rate each child's knowledge, skills, and abilities in six areas of development and learning: Social-Emotional, Physical, Cognitive, Language, Literacy, and Mathematics. The certification process populates in the order of the objectives, so Social-Emotional will appear first. We suggest starting with Mathematics or Physical and completing Social-Emotional last. The children whose portfolios you will evaluate have been attending their program for a while and have not had excessive absences, so you should not choose 'Not Observed' for any rating. If at least 80 percent of your Round 1 ratings agree with the master ratings in each area of development and learning, you will have earned certification. If not, you will be able to evaluate three more portfolios, concentrating on the areas in which you did not reach 80 percent agreement. If there are areas in which you do not reach 80 percent agreement during Round 2, you will be able to evaluate a third set of portfolios, focusing on those areas. You will be able to continue with additional rounds until you have reached agreement of at least 80 percent in each area. The number of rounds you may undertake is unlimited.

If you have difficulty passing in a particular area of development during the process, the best approach is to review that area in the Objectives for Development and Learning online professional development course. This will help you gain a deeper understanding and become more familiar with the progressions and indicator language. Also spend time observing that particular area in your classroom and review documentation with a colleague to build more competence in assessment decisions related to those objectives.

*GOLD*® is an authentic, ongoing, observation-based assessment system that relies heavily on your judgement as a teacher. The information you collect every day by observing children in the context of meaningful experiences makes this instrument robust and effective. After analyzing the evidence you gathered to document each child's knowledge, skills, and abilities, you evaluate each child's progress. You identify each child's levels of development and learning at given points in time; track progress over time; and compare the child's knowledge, skills, and abilities with widely held expectations for children of the same age or class/grade. Your evaluations inform the decisions you make when planning learning experiences for individual children and for your group as a whole.

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## Certification Testing Agreement

The Interrater Reliability Certification test is to be taken only by the individual named in the Teaching Strategies account. As an examinee, you should neither solicit nor accept any assistance during the testing process. In order to take the test, you will be required to certify that 1) you are the individual who is registered to take the test and 2) you are completing the test without assistance from any source.

## Preparing for Certification

Teaching Strategies recommends that you complete *GOLD*® implementation training before beginning the certification process. Teaching Strategies provides two forms of implementation training: an online course entitled "Exploring Interrater Reliability" (available to all *GOLD*® users in Quorum) or a 2-day, in-person professional development session. Training sessions introduce participants to the structure of *GOLD*®, the objectives for development and learning, the assessment cycle, and evaluation of child portfolios. You can prepare for the certification test by reading *Objectives for Development & Learning, Birth Through Third Grade* or taking the Objectives for Development and Learning online professional development course (available to all *GOLD*® users via My Courses in the **DEVELOP** tab) to become more familiar with the 38 objectives, the dimensions, and the progressions of development and learning.

### How long will the certification take to complete?

You may take as much time as you need to complete each round. There are no time limits. Your starting and completion dates for each round will be listed under the Results By Round section of interrater reliability in the Develop area. We suggest that you take time between rounds to review the objectives for development and learning in the areas in which you did not reach 80 percent agreement. This also is a good time to review the *GOLD*® Introduction course within My Courses.

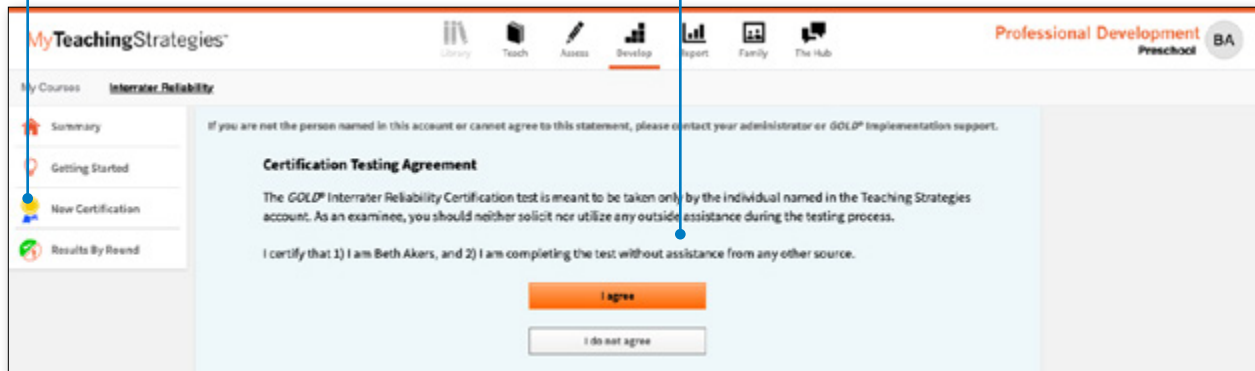
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## How to Complete the Test

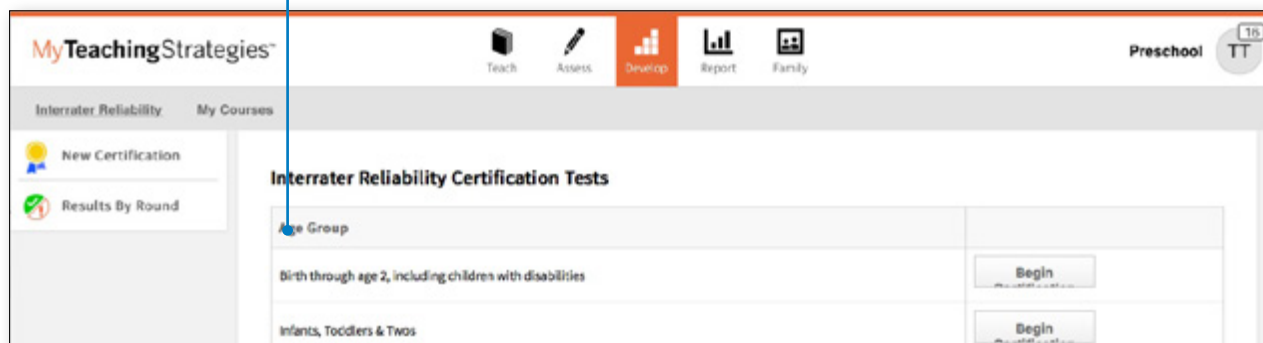
Interrater Reliability Certification can be found in the **DEVELOP** area of MyTeachingStrategies®.

- 1 To begin, select **NEW CERTIFICATION** from the left-hand navigation.

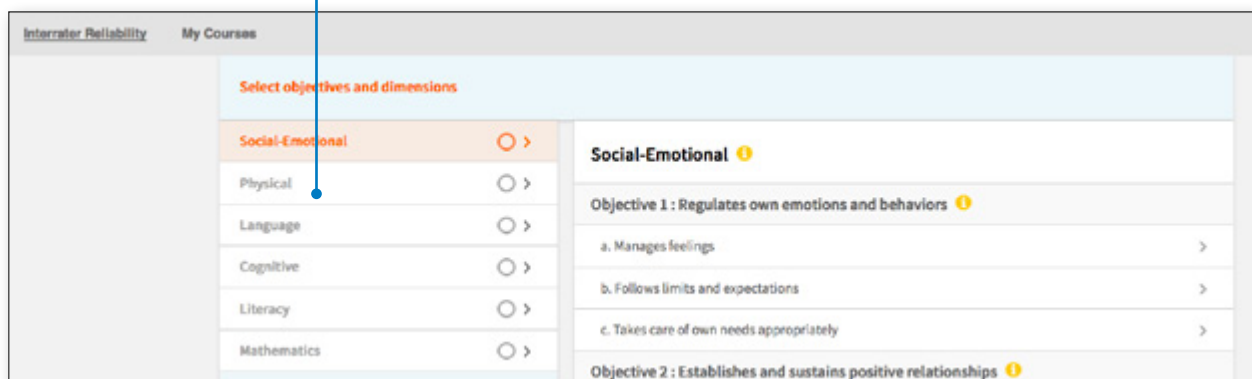
- 2 At the bottom of the overview screen, you will be asked to read and agree to a verification statement. If you do not understand the statement for any reason, please consult with your administrator or send an e-mail to [support@teachingstrategies.com](mailto:support@teachingstrategies.com) for clarification.



- 3 Choose one of the following age groups as the focus for certification testing: Birth through age 2, including children with disabilities; Infants, Toddlers, & Twos; Kindergarten; Preschool, including dual language learners and children with disabilities; Preschool/Pre-K.



- 4 Select the objective/dimension you would like to assess on. This screen mimics the same screen you will use when completing your checkpoints.



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The Checkpoint screen presents a progression that shows an objective, a dimension, indicators, examples, and ranges of widely held expectations.

Click **SHOW EXAMPLES** on the left-hand side of the screen to see the examples for the progression.

The screenshot shows the 'MyTeachingStrategies' Professional Development Preschool interface. The main content area is titled '1a. Manages feelings' and displays a progression view with a timeline from 1 to 13. The timeline is divided into four sections: 1-3 (Uses adult support to calm self), 4-6 (Comforts self by seeking out special object or person), 7-9 (Is able to look at a situation differently or delay gratification), and 10-13 (Controls strong emotions in an appropriate manner most of the time). Each section has a 'Show Examples' link. A blue line points to the 'Show Examples' link under the objective 'Comforts self by seeking out special object or person'. Another blue line points to the 'Next' button at the bottom right. A third blue line points to the 'Save & Close' button at the bottom right.

Review the documentation and choose a level.

Click **NEXT** to proceed to the next dimension and continue until you have completed all the dimensions in that area.

You may stop at any time by clicking **SAVE & CLOSE** in the lower right-hand corner of your screen. You may leave the test, log out of your MyTeachingStrategies® account, and return to the certification screens at any time.



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## Viewing Results

You will be given an overall score for each area of development and learning. If you need to complete another round of evaluations for areas in which you did not achieve at least 80 percent agreement with the master ratings, you will be given suggestions for preparing for another round. Please note that the results screen shows a total agreement score for each round and area. To maintain the integrity of the certification, the results screen does not provide specific information about how each of your item ratings compared with each master rating.

Once you have achieved a passing score in all six areas of development and learning, you will receive access to a link that enables you to print a certificate of completion for your records. Your certification will be valid for 3 years from the date you passed the certification test. The results of your certification test will also be available to your administrator through *MyTeachingStrategies*®.

To view your results, select **RESULTS BY ROUND** from the left-hand navigation.

**MyTeachingStrategies®** Professional Development Preschool BA

My Courses: Interrater Reliability

Summary | Getting Started | New Certification | **Results By Round**

### Interrater Reliability Certification

Follow these three steps to learn more about the certification and help prepare yourself.

- Introduction Video**: Watch this short introduction video to learn what Interrater Reliability is.
- Getting Started**: Go to the Getting Started page and read through some guidance and support for the certification.
- Professional Development**: Learn about each of the developmental areas in the Objectives for Development and Learning course.

Select an area in the table below to complete Interrater Reliability By Class.

Current Round: 1  
 Certification: **Preschool/Pre-K**  
 Started: 09/12/2022  
 Certified: N/A  
 Expires: N/A

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Lauren, 4 years old	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Ethan, 4 years old	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Melvin, 4 years old	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started

**Key**

- Not Started
- In Progress
- Complete
- Passed
- Did Not Pass

MyTeachingStrategies®

# Report

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Report Landing Page

Class Profile Report

Individual Child Report

Report Card

Development and Learning Report

Documentation Status Report

Assessment Status Report

Snapshot Report

Snapshot (Birth through Third Grade) Report

Snapshot by Dimension Report

Alignment Report

**GOLD User Guide for Teachers**

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## Report Landing Page

When you enter the Report area, you'll see a menu of all available reports.

Use the **VIEW REPORT IMAGES** and **VIEW REPORT DESCRIPTIONS** to customize your view.

Select the **INFORMATION** **ICON** to see a description of the report.

Select the **GO** button beneath a report to generate that report.

The screenshot displays the 'Generate a Report' interface in the MyTeachingStrategies GOLD system. The top navigation bar includes icons for Library, Teach, Assess, Develop, Report (active), Family, and The Hub. The user is logged in as 'Preschool BA'. On the left, a sidebar shows 'I want to...' with links for 'View Report Images' and 'View Report Descriptions'. The main area is titled 'Generate a Report' and contains a grid of report cards. Each card features a preview image, a title, and a 'Go' button. The reports include: Class Profile, Individual Child, Report Card, Development and Learning, Documentation Status, Assessment Status, Snapshot, Snapshot (Birth Through Third Grade), and Snapshot By Dimension. Information icons (i) are present on each report card. A blue line with a circular endpoint points from the 'VIEW REPORT IMAGES' text to the sidebar link. Another blue line points from the 'INFORMATION ICON' text to the information icon on the 'Class Profile' report card. A third blue line points from the 'GO' text to the 'Go' button on the 'Report Card' report card.

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The Reports Queue provides an overview of the reports you have generated that require aggregated data or large data outputs – specifically, the Snapshot and Alignment reports. The Reports Queue provides status information and links to the report output.

To access the Reports Queue, select **REPORTS QUEUE** from the Report sub-navigation menu.

Select **TABLE** or **GRAPH** from the Output column to see the report results.

The screenshot displays the 'Reports Queue' section of the MyTeachingStrategies interface. The top navigation bar includes 'Library', 'Teach', 'Assess', 'Develop', 'Report', 'Family', and 'The Hub'. The 'Report' sub-navigation menu is active, showing 'Reports' and 'Reports Queue'. The 'Reports Queue' table lists several reports, including 'B3Snapshot' and 'Snapshot', with columns for 'Title', 'Generated On', 'Status', 'Output', and 'Actions'. The 'Output' column contains links for 'Table' and 'Graph'. A blue circle with a question mark is located on the left side of the interface.

Title	Generated On	Status	Output	Actions
B3Snapshot	11/19/2021 9:08:05 AM	Completed	Table	
Snapshot	11/10/2021 11:06 AM	Completed	Table Graph	
Snapshot	11/10/2021 11:39 AM	Completed	Table Graph	
Snapshot	11/10/2021 11:34 AM	Completed	Table Graph	
Snapshot	11/10/2021 11:32 AM	Completed	Table Graph	
B3Snapshot	11/13/2021 9:02:44 PM	Completed	Table	
B3Snapshot	11/13/2021 9:02:43 PM	Completed	Table	
B3Snapshot	11/13/2021 9:02:43 PM	Completed	Table	

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## Class Profile Report

The Class Profile Report compares information about the children in your classroom with widely held expectations for their age or class/grade during a particular checkpoint period. This report will inform and support your planning for small- and large-group activities, as well as activities for individual children. This report can also be shared with your Administrator along with your lesson plans to show intentional planning for all children in your class.

To create a Class Profile Report, access the Report area and select **GO** for the Class Profile Report.

### When should I use the Class Profile Report?

This report can be generated on a weekly basis for lesson planning. It allows you to see at what level groups of children are demonstrating their knowledge, skills, and abilities. This also can assist in planning and scaffolding for small-group activities.

### Report Criteria

1

Customize your report by selecting the appropriate **CLASS**, **CHECKPOINT PERIOD**, **AGE OR CLASS/GRADE**, and which levels to **INCLUDE**.

2

Select **GENERATE REPORT**.

**MyTeachingStrategies®**

Teach Assess Develop **Report** Family

Preschool TT

Reports Reports Queue

< Back to Reports

**Class Profile**

**Class**

Class

**Checkpoint Period**

☐ Fall (first trimester) 2016/2017

☐ Winter (second trimester) 2016/2017

☐ Spring (third trimester) 2016/2017

☐ Fall (first trimester) 2017/2018

☐ Winter (second trimester) 2017/2018

☒ Spring (third trimester) 2017/2018

**Age or Class/Grade**

☒ All

☐ Red - Birth to 1 year

☐ Orange - 1 to 2 years

☐ Yellow - 2 to 3 years

☐ Green - Preschool 3 class/grade

☐ Blue - Pre-K 4 class/grade

☐ Purple - Kindergarten

☐ Pink - 1st Grade

☐ Silver - 2nd Grade

☐ Brown - 3rd Grade

**Include**

☒ All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

☐ Finalized or Unfinalized Checkpoint Level

☐ Finalized Checkpoint Level

**Report Summary**

**Class**

**Checkpoint Period**  
Spring (third trimester) 2017/2018

**Age or Class/Grade**  
All

**Include**  
All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

Generate Report

?

> Back to **Report** table of contents

Report Results

At the top of the report you will see a summary of the information represented in the report.

The numbers at the top of the table correspond to the level.

MyTeachingStrategies®

LibraryTeachAssessDevelopReportFamilyThe Hub

PreschoolBA

HELP

ReportsReports Overview

Print

Back to Reports

Back to Report Criteria

Class Profile

Checkpoint Period: Spring 2022/2023 — All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

Class: Preschool/Pre-K

Age or Class/Grade: All

Generated On: March 29, 2023

Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 (em/grade Green)					Jonathan Hunt, Shaquae Samuels	Bella Fernandez, Natasha Scorpino, Rolen Colfered, Tiana Cole, Vivian Prince	Rahe Macella, Sam Erickson, Troy Johnson							
1b. Follows limits and expectations	Preschool 3 (em/grade Green)						Bella Fernandez, Rolen Colfered, Troy Johnson, Vivian Prince	Jonathan Hunt, Rahe Macella, Sam Erickson	Natasha Scorpino, Shaquae Samuels, Tiana Cole						
1c. Takes care of own needs appropriately	Preschool 3 (em/grade Green)						Jonathan Hunt	Bella Fernandez							

Each area of development and learning is represented in its own table.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.

> Back to **Report** table of contents

# Individual Child Report

The Individual Child Report summarizes a single child's knowledge, skills, and abilities, compared to the child's age or class/grade-appropriate widely held expectations. This report will inform and support your planning for individual children. You should use this report when you need to focus on one child at a time to create individualized learning plans. The information about an individual child can also be shared with other stakeholders to discuss and plan for supporting their needs. This report can show multiple checkpoints. This report is an especially helpful resource to use for IFSP/IEP planning, as well as for tracking progress across multiple checkpoint periods.

To create an Individual Child Report, access the Report area and select **GO** for the Individual Child Report.

## When should I use the Individual Child Report?

This report can be generated on a weekly basis for lesson planning specifically for children who require additional support. This can assist in planning and scaffolding for individual children and can assist with setting goals. This would also be an appropriate report to use when discussing progress that a child has made from one checkpoint period to the next.

## Report Criteria

- 1 Customize your report by selecting the appropriate **CHILDREN**, **CHECKPOINT PERIOD**, **OBJECTIVES AND DIMENSIONS**, and which levels to **INCLUDE**.

- 2 Select **GENERATE REPORT**.

> Back to **Report** table of contents

Report Results

Select **REPORT**  
**FILTER** to adjust  
your report criteria.

At the top of the report you will  
see a summary of the information  
represented in the report.

The numbers at the top of  
the table correspond to  
the level.

MyTeachingStrategies®

LibraryTeachAssessDevelopReportFamilyThe Hub

Preschool/Pre-KTR1

HELP

ReportsReports Queue

Report Filter

Print

Share with Family

Back to Reports

Back to Report Criteria

Individual Child Report: Bella Fernandez

Birth Date: March 28, 2018

Checkpoint Periods: Fall 2022/2023, Winter 2022/2023

Generated On: March 30, 2023

Social-Emotional

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives/ Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	1
1a Manages feelings	Preschool/3 class/grade							Fall 2022/2023 Winter 2022/2023*							
1b Follows limits and expectations	Preschool/3 class/grade				Fall 2022/2023	Winter 2022/2023*									
1c Takes care of own needs appropriately	Preschool/3 class/grade							Fall 2022/2023 Winter 2022/2023*							

Select **PRINT** to  
print your report.

Information for each  
objective area will be  
represented in its own  
table.

Assigned checkpoint  
levels are visible within  
the appropriate level on  
the progression.

Levels for the widely held  
expectations for the age or  
class/grade represented will be  
filled in with color.



> Back to **Report** table of contents

## Report Card

The Report Card provides up-to-date information for families about their child's skills, knowledge, and abilities. This report displays information about the child's current abilities, as well as what next steps can be expected.

To create a Report Card, access the Report area and select **GO** for the Report Card.

### When should I use the Report Card?

The Report Card can be used after each checkpoint period to communicate with family members. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand. This report is most appropriate for kindergarten classes or above.

### Report Criteria

1

Customize your report by selecting the appropriate **CHILDREN**, **OBJECTIVES AND DIMENSIONS**, and **LANGUAGE**.

2

Select **GENERATE REPORT**.

The screenshot shows the 'Report Card' interface in the MyTeachingStrategies GOLD system. The interface is divided into several sections:

- Header:** MyTeachingStrategies logo, navigation icons (Library, Teach, Assess, Develop, Report, Family, The Hub), and user information (Preschool, BA, HELP).
- Left Sidebar:** Reports, Reports Queue, Back to Reports.
- Main Content Area:**
  - Report Card:** Instructional text: "To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select 'Generate Report.'"
  - Checkpoint Period:** Radio buttons for Fall 2022/2023, Winter 2022/2023 (selected), Spring 2022/2023, and Summer 2022/2023.
  - Select Children:** A table with columns for Class (Preschool), Children (checkboxes), Child, and Status. All children listed have a checked checkbox and a status of 'Not Started'.
 

Class	Children	Child	Status
Preschool	<input checked="" type="checkbox"/>	Bella Fernandez	Not Started
Preschool	<input checked="" type="checkbox"/>	Jonathan Hurst	Not Started
Preschool	<input checked="" type="checkbox"/>	Natasha Scorpino	Not Started
Preschool	<input checked="" type="checkbox"/>	Nezie Madella	Not Started
Preschool	<input checked="" type="checkbox"/>	Ruben Gutierrez	Not Started
Preschool	<input checked="" type="checkbox"/>	Sam Erickson	Not Started
Preschool	<input checked="" type="checkbox"/>	Shaute Samuels	Not Started
Preschool	<input checked="" type="checkbox"/>	Tianna Cotes	Not Started
Preschool	<input checked="" type="checkbox"/>	Troy Johnson	Not Started
Preschool	<input checked="" type="checkbox"/>	Vivian Ponce	Not Started
  - Objectives / Dimensions:** A dropdown menu set to 'All'.
  - Language:** Radio buttons for English (selected) and Spanish.
  - Include 'Not Yet' Ratings:** A dropdown menu set to 'None'.
  - Generate Report:** A button at the bottom right of the main content area.
- Right Sidebar:** Report Summary, Checkpoint Period (Winter 2022/2023), Class (Preschool/Pre-K), Children (list of names), Objectives / Dimensions (All), Language (English), Include 'Not Yet' Ratings (None), and a Generate Report button.

Numbered callouts in the image point to the following elements:

- 1:** Points to the 'Checkpoint Period' and 'Select Children' sections.
- 2:** Points to the 'Generate Report' button in the right sidebar.
- 3:** Points to the 'Objectives / Dimensions' dropdown.
- 4:** Points to the 'Language' dropdown.

> Back to **Report** table of contents

## Report Results

At the top of the report you will see a summary of the information represented in the report.

In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will likely display next.

**Bella Fernandez**  
 Class / Grade: Preschool/Pre-K  
 Teacher: Tim Reed  
 Teacher: ELIZABETH WHITE  
 School / Program: Webinar Demo Site

**Report Card Summary**  
**Children**  
 ▶ Bella Fernandez  
 Jonathan Hurst  
 Natasha Scorpino  
 Nezie Madella  
 Ruben Gutierrez  
 Sam Erickson  
 Shaute Samuels  
 Tianna Cotes  
 Troy Johnson  
 Vivian Ponce

Knowledge, skills, and abilities		CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	M	M			<b>Currently, Bella:</b> Is able to look at a situation differently or delay gratification <b>Next, Bella will:</b> Begin to control strong emotions in an appropriate manner most of the time
1b	Follows limits and expectations	P	M			<b>Currently, Bella:</b> Accepts redirection from adults <b>Next, Bella will:</b> Begin to manage classroom rules, routines, and transitions with occasional reminders
1c	Takes care of own needs appropriately	M	M			<b>Currently, Bella:</b> Demonstrates confidence in meeting own needs <b>Next, Bella will:</b> Begin to take responsibility for own well-being
2a	Forms relationships with adults	P	M			<b>Currently, Bella:</b> Manages separations without distress and engages with trusted adults <b>Next, Bella will:</b> Begin to engage with trusted adults as resources and to share mutual interests
2b	Responds to emotional cues	P	M			<b>Currently, Bella:</b> Is beginning to demonstrate concern about the feelings of others <b>Next, Bella will:</b> Demonstrate concern about the feelings of others
2c	Interacts with peers	P	M			<b>Currently, Bella:</b> Is beginning to use successful strategies for entering groups

Each area of development and learning is represented in its own table.

For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).

> Back to **Report** table of contents

# Development and Learning Report

The Development and Learning Report highlights a child's strengths in particular areas of development and learning. Many teachers use this report to communicate with other stakeholders about a child's development. This allows teachers to clearly and concisely discuss the areas in which a child is able to demonstrate his or her abilities and allows a team of educators and family members to make a plan to support the child's continued growth.

To create a Development and Learning Report, access the Report area and select **GO** for the Development and Learning Report.

## When should I use the Development and Learning Report?

This report can be generated as soon as you enter preliminary checkpoint information. This is a good report to use to communicate with family members and to include in a child's file at the end of the school year. This report provides a good alternative to the Report Card for younger children.

## Report Criteria

- 1 Customize your report by selecting the appropriate **CHILDREN**, **CHECKPOINT PERIOD**, **AREAS OF DEVELOPMENT AND LEARNING**, and which levels to include. You can also choose to include Objective and Dimension numbers.

- 2 Select **GENERATE REPORT**.

**MyTeachingStrategies®**

**Reports** | Reports Guide

**Development and Learning Report**

**Select Children**

Class:

Children: ☒ Select All ☐ Deselect All

**Checkpoint Period**

☐ Fall 2023/2023  
☐ Winter 2023/2023  
☐ Spring 2023/2023  
☐ Summer 2023/2023  
☐ Fall 2022/2022  
☐ Winter 2022/2022  
☐ Spring 2022/2022  
☐ Summer 2022/2022  
☐ Fall 2021/2021  
☐ Winter 2021/2021  
☒ Spring 2021/2021  
☐ Summer 2021/2021  
☐ Fall 2020/2020  
☐ Winter 2020/2020  
☐ Spring 2020/2020  
☐ Summer 2020/2020

**Areas of Development and Learning**

☒ Social-Emotional  
☒ Physical  
☒ Language  
☒ Spanish Language  
☒ Cognitive  
☒ Literacy  
☒ Spanish Literacy  
☒ Mathematics  
☒ Science and Technology  
☒ Social Studies  
☒ The Arts  
☒ English Language Acquisition

**Include**

☒ All Preliminary Levels and Finalized or Unfinalized Checkpoint Level  
☐ Finalized or Unfinalized Checkpoint Level  
☐ Finalized Checkpoint Level

**Show**

☐ Objective and Dimension numbers (Not recommended when sharing with parents)

**Language**

☒ English  
☐ Spanish

**Report Summary**

**Class**

Preschool

**Children**

Bella Fernandez  
 Jonathan Hunt  
 Nabrina Scarpino  
 Rosie Madala  
 Buben Guller  
 Sam Erickson  
 Shavita Semuels  
 Tiana Cote  
 Tony Johnson  
 Vivian Ponce

**Checkpoint Period**

Spring 2021/2021

**Areas of Development and Learning**

Social-Emotional  
 Physical  
 Language  
 Spanish Language  
 Cognitive  
 Literacy  
 Spanish Literacy  
 Mathematics  
 Science and Technology  
 Social Studies  
 The Arts  
 English Language Acquisition

**Include**

All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

**Show**

None

**Language**

English

**Generate Report**

> Back to **Report** table of contents

## Report Results

At the top of the report you will see a summary of the information represented in the report.

The report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.

The screenshot shows the 'Development and Learning Report' for Bella Fernandez. The interface includes a top navigation bar with icons for Library, Teach, Assess, Develop, Report (active), Family, and The Hub. A left sidebar contains links for Reports, Reports Queue, Print, Print All, Share with Family, and Back to Reports. The main content area is titled 'Development and Learning Report: Bella Fernandez' and includes a summary of the report's date, class, teacher, child, and areas of development. Below this, the 'Social-Emotional' section is highlighted, showing a progress bar and a list of objectives. A right sidebar lists other children in the class.

**Development and Learning Report: Bella Fernandez**

**Date:** March 30, 2023  
**Class:** Preschool  
**Teacher:** Tim Reed  
**Child:** Bella Fernandez  
**Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition, Spanish Language, Spanish Literacy  
**Period:** Winter 2022/2023 — Finalized or Unfinalized Checkpoint Level

This report describes your child's current knowledge, skills, and abilities and suggests activities you can do with your child at home to take their learning to the next level.

**Social-Emotional**

Currently, Bella:

Is able to look at a situation differently or delay gratification
Accepts redirection from adults
Demonstrates confidence in meeting own needs
Manages separations without distress and engages with trusted adults
Is beginning to demonstrate concern about the feelings of others
Is beginning to use successful strategies for entering groups
Seeks a preferred playmate; shows pleasure when seeing a friend
Takes turns
Suggests solutions to social problems

**Next Bella will:**

- Begin to control strong emotions in an appropriate manner most of the time
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Begin to take responsibility for own well-being
- Begin to engage with trusted adults as resources and to share mutual interests
- Demonstrate concern about the feelings of others
- Use successful strategies for entering groups

**Development and Learning Summary**

**Children**

- ▶ Bella Fernandez
- Jonathan Huart
- Natasha Scorpino
- Neze Madella
- Ruben Gutierrez
- Sam Erickson
- Shaute Samuels
- Tiarna Cores
- Troy Johnson
- Vivian Ponce

Information for each objective area will be represented in its own table.

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## Documentation Status Report

The Documentation Status Report will help you see, at a glance, where you may need more information to plan activities and observations. It shows how many times you associated the objective/dimension with documentation for individual children. Teachers can also choose to include a breakdown of the total amount of documentation collected for a class or child.

To create a Documentation Status Report, access the Report area and select **GO** for the Documentation Status Report. The report will automatically generate for the current checkpoint period.

### When should I use the Documentation Status Report?

This report can be generated on a weekly basis to help to plan for activities and observations. This will help you to know who you have not observed for specific objectives and dimensions. This report should be generated before the checkpoint is started to ensure that there is sufficient documentation for you to select your checkpoint levels.

### Report Results

To customize your report, select **BACK TO DOCUMENTATION STATUS CRITERIA**.

The first row of the table identifies the objective/dimension.

**Documentation Status**

**Current View**

**General Documentation for All Children in Class Pre-School**

**Areas of Development:**

- Physical
- Language
- Cognitive
- Literacy

**Period:** Winter 2022/2023

**Documentation Count By Area and Child**

*\* Please note that the number in the **Documentation Count** column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under **Documentation Count**.*

**Physical**

Child	4	5	6	7a	7b	Documentation Count
Bella Fernandez	1	1	1	1	1	1
Jonathan Hunt	1	1	1	1	1	1
Natasha Scorpione	1	1	1	1	1	1
Nicole Modella	1	1	1	1	1	1
Ruben Gutierrez	1	1	1	1	1	1
Sam Erickson	1	1	1	1	1	1
Shaute Semuels	1	1	1	1	1	1
Tianna Cotes	1	1	1	1	1	1
Troy Johnson	1	1	1	1	1	1
Whelan Pease	1	1	1	1	1	1

**Language**

Each area of development and learning is represented in its own table.

The final column provides a summary of your documentation collected for each child.

> Back to **Report** table of contents

## Report Criteria

- 1 Use the **CLASS** drop-down menu to select a class, and choose which children to include in your report.
- 2 Select a **CHECKPOINT PERIOD**.

**MyTeachingStrategies®**

Library Teach Assess Develop Report Family The Hub

Preschool BA

HELP

**Reports** Reports Queue

Back to Reports

Report Filter

Print

### Create a Documentation Status Report

#### Select Children

Class: **Preschool**

Children: ☒ Select All ☐ Deselect All

Bella Fernandez Jonathan Hurst Natasha Scorpino  
 Nezie Madella Ruben Gutierrez Sam Erickson  
 Shaute Samuels Tianna Cotes Troy Johnson  
 Vivian Ponce

☐ Generate for counts by individual children (Please select All Classes)

#### Checkpoint Period

Winter 2022/2023

#### Select a date range within the selected Checkpoint Period?

☐ Yes  
☒ No

☐ Include Documentation Total

☐ Include Entities without Documentation

#### Select objectives and dimensions

☒ Select All ☐ Deselect All  
 Social-Emotional **Social-Emotional**  
 Physical ☒ Select All ☐ Deselect All

**Documentation Report Summary**

**Class**  
Preschool

**Children**  
 Bella Fernandez  
 Jonathan Hurst  
 Natasha Scorpino  
 Nezie Madella  
 Ruben Gutierrez  
 Sam Erickson  
 Shaute Samuels  
 Tianna Cotes  
 Troy Johnson  
 Vivian Ponce

**Generate for counts by individual children (Please select All Classes)**  
None

**Checkpoint Period**  
Winter 2022/2023

**Include Documentation Total**  
None

**Include Entities without Documentation**  
None

**Objectives / Dimensions**  
All

Submit

3 Select the checkbox next to **INCLUDE DOCUMENTATION TOTAL** to include the total amount of documentation available for each child in the generated report.

4 Select the objectives and dimensions to include in the report. All objectives and dimensions will be pre-selected. Click **DESELECT ALL** to clear all selections.

5 Click **SUBMIT** to view your report.

> Back to **Report** table of contents

If **INCLUDE DOCUMENTATION TOTAL** is selected in the Report Filter, a Documentation Total table will generate above the Documentation Count table. This will include the total amount of documentation available in the selected checkpoint period for each child.

**MyTeachingStrategies™**

Library Teach Assess Develop **Report** Family The Hub

Preschool BA

Reports Reports Queue

< Back to Reports

Report Filter

Print

< Back to Documentation Status Criteria

### Documentation Status

**Current View**

**General Documentation** for All Children in Class *Preschool*

**Areas of Development:**

- Physical
- Language
- Cognitive
- Literacy

**Period:** Winter 2022/2023

### Documentation Total By Child

Please note that the number in the **Total Documentation** column in the "Documentation Total by Child" table may differ from the sum of the numbers in the **Documentation Count** column in the "Documentation Count by Area and Child" table. When a piece of documentation is tagged to objectives/dimensions in more than one area, it will appear for each area but will only be counted once under **Total Documentation**.

Child	Total Documentation		
	with Objectives/Dimensions	without Objectives/Dimensions	with Preliminary Ratings
Bella Fernandez	3	0	3
Jonathan Hurst	3	0	3
Natasha Scorpino	3	0	3
Nezie Madella	3	0	3
Ruben Gutierrez	3	0	3
Sam Erickson	3	0	3
Shaute Samuels	3	0	3
Tianna Cotes	3	0	3
Troy Johnson	3	0	3
Vivian Ponce	3	0	3



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## Assessment Status Report

The Assessment Status Report will tell you how far you have progressed in completing the assessment for a checkpoint. Continue to generate this report throughout your checkpoint period until all status bars are colored green. This report will also show which children are missing a rating by objective and dimension.

To create an Assessment Status Report, access the Report area and select **GO** for the Assessment Status Report. The report will automatically generate for the current checkpoint period.

### When should I use the Assessment Status Report?

This report should be generated on a regular basis starting two weeks before the checkpoint due date. This will allow you to monitor your progress as you complete the checkpoint. A few days before the checkpoint due date, the report should show 100% completion and finalization.

### Report Results

The top of the report provides a summary of your checkpoint progress.

A solid orange bar indicates a completed area that has not been finalized.

Use the **CHECKPOINT PERIOD** drop-down menu to change the checkpoint viewed.

A green bar indicates a finalized area.

A partially filled bar indicates the percentage of completion for that area.

An empty circle indicates that the checkpoint has not been started for that particular objective/dimension.

Click an unfilled circle to complete the checkpoint for an unfinalized objective/dimension.

A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension, but not finalized.

N/A indicates that this Objective/Dimension was not applicable for a child. This is used for items that don't always apply to all children, such as the English Language Acquisition Objectives 37 and 38.

Adjust the report view by selecting a different area from the **SORT BY** drop-down menu.

A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/dimension.

Objective	1a	1b	1c	1d	1e	1f	1g	1h	1i	1j	1k	1l	1m	1n	1o	1p	1q	1r	1s	1t	1u	1v	1w	1x	1y	1z
Billie Fernandez	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Jonathan Hurst	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Natasha Scarpino	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Nadie Madella	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○



# Snapshot Report

## When should I use the Snapshot Report?

This report is more widely used by administrators than by teachers but you may want to generate it after the first checkpoint period to get a better understanding of what the data will look like from an administrator's perspective.

## Report Criteria

- 1 Customize your report by selecting the appropriate **CHILDREN**, **CHECKPOINT PERIOD**, which data and levels to include, and your output type. You can also select whether to generate the report by Widely Held Expectations or Kindergarten Readiness.
- 2 Select **GENERATE REPORT**. You'll be taken to the Reports Queue after you generate the report.

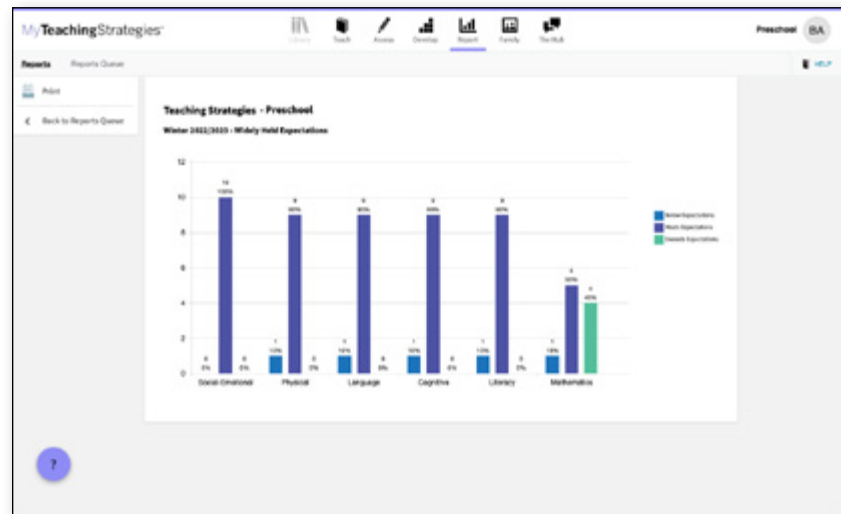
The screenshot shows the 'My Teaching Strategies' Reports page. On the left, a vertical sidebar contains a list of report categories: Reports, Reports Queue, Back to Reports, Select Children, Child Demographics, Checkpoint Period, Include Data, Include, Output Selection, and Output Type. A blue line originates from the 'Select Children' category and extends horizontally to the right, where it connects to the 'Report Summary' panel. This panel displays the details for the selected report, including Teacher (Beth Allen), Class (All Classes), Children (None), Yes (All), Checkpoint Period (Spring 2022/2023), Include Data (By Area), Include (Finalized or Unfinalized Checkpoint Level), Output Selection (Widely Held Expectations), and Summarize By (User). A 'Generate Report' button is located at the bottom of the summary panel. The top navigation bar includes links for Library, Tools, Assess, Develop, Report (highlighted), Family, and The Hub. The top right corner shows the user's role as 'Preschool' and their initials 'BA'. A question mark icon is visible in the bottom left corner of the sidebar.

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## Report Results

The Snapshot report can be viewed in either a Table or Graph format.

The Graph output displays a bar graph for the class, or child, you choose to include in the report output. The X axis represents the areas of development and learning, or the objectives/dimensions, and the Y axis represents the number of children with data. The color-coded key will show which bar represents the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.



The Table output displays a table for the class, or child, you choose to include in the report output. For each area of development and learning, or for each objective/dimension, the number and percentage under the Below, Meeting, and Exceeding columns represent the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.

	Below	Meeting	Exceeding
Social Emotional	0 / 0%	10 / 100%	0 / 0%
Physical	1 / 10%	9 / 90%	0 / 0%
Language	1 / 10%	9 / 90%	0 / 0%
Cognitive	1 / 10%	9 / 90%	0 / 0%
Literacy	1 / 10%	9 / 90%	0 / 0%
Mathematics	1 / 10%	5 / 50%	4 / 40%

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## Snapshot (Birth through Third Grade) Report

The Snapshot (Birth Through Third Grade) Report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, displays a group's assessment results at a given point in time, enabling you to see which children are below, meeting, and exceeding the widely held expectations for each area. The report can be organized by entity, by colored band, and, for teachers, by class. You can view it in HTML, as a PDF, or in Excel.

To create a Snapshot (Birth Through Third Grade) Report, access the Report area, and then select **GO** for the Snapshot (Birth through Third Grade) Report.

### Report Criteria

- 1 In **STANDARDS AND MEASURES**, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.
- 2 In **CHILDREN**, select a classroom.

- 3 In **DEMOGRAPHICS**, filter by gender, language, and any other child demographic field.

In **CHECKPOINT PERIOD**, choose a checkpoint period. The current period will be selected by default. Please note that only checkpoint periods associated with the objectives for development and learning for birth through third grade will be available.

4

- 5 In **FORMAT**, customize the output of the report.

In **CHARTS & GRAPHS**, choose to generate the report by Colored Band, by Child, or by Class (selected by default).

6

Select **VIEW AS HTML**, **VIEW AS PDF** or **VIEW AS EXCEL**.

7



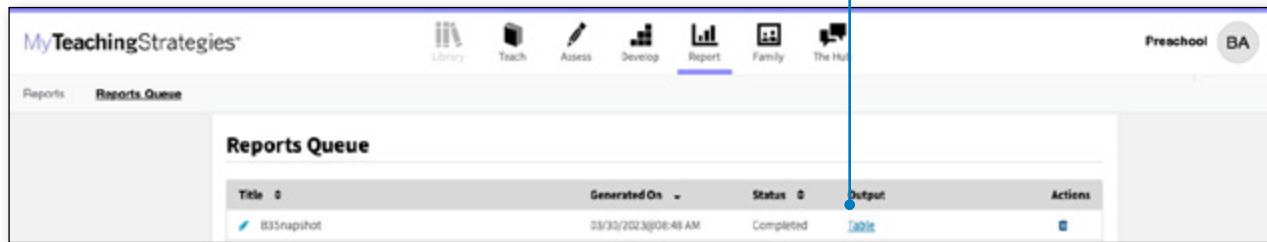
### When should I use the Snapshot (Birth Through Third Grade) Report?

This report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class' age(s) or class(es)/grade(s).

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8

The report will appear on the Reports Queue. Select **TABLE** to open the report output.



## Report Results

If included, the report output will include a Profile of Children, which will state how many child records had enough data to be included in the report and a breakdown of demographic information.

Each area, objective, or dimension will appear in its own table. The Widely Held Expectations information for each area, objective, or dimension will include the number of children, the percentage of children, and the average score for children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations.

Teaching Strategies	
Teaching Strategies GOLD® Snapshot Report	
March 30, 2023	
<b>Profile of Children</b>	
Out of 16 possible children, 16 children have enough GOLD data in Winter 2022/2023 to be included in this report.	
The 16 children included in this report are in 1 class in 1 site and have the following demographics:	
Gender:	Male: 40% Female: 60%
Race:	Chinese: 10% Black or African American: 40% White: 20% No Response: 30%
Ethnicity:	Mexican: 10% Guatemalan: 10% Not Hispanic or Latino: 70% No Response: 10%
IPSP/IEP Status:	Children without IEP: 100% Children with IEP: 0% Children without IEP: 100% Children with IEP: 0%
Funding Source(s):	No children in the report have a funding source selected.
Age or Class/Grade:	Preschool 3 class/grade (Green): 100%
Primary Language:	English: 60% Spanish: 20% Arabic: 10% Other: 10%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Class									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	10	100%	42.6						

Table 2: Physical by Class									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	1	10%	18.0	9	90%	27.1			

Table 3: Language by Class									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	1	10%	28.0	9	90%	39.3			

Table 4: Spanish Language by Class (0 Children)									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	0	0%	0.0	0	0%	0.0	0	0%	0.0

Table 5: Cognitive by Class									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	1	10%	25.0	9	90%	41.8			

Table 6: Literacy by Class									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	1	10%	18.0	9	90%	31.7			

Table 7: Spanish Literacy by Class (0 Children)									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	0	0%	0.0	0	0%	0.0	0	0%	0.0

Table 8: Mathematics by Class									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool/Pre-K	1	10%	15.0	9	90%	24.9	4	40%	45.5

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## Snapshot by Dimension Report

The Snapshot by Dimension Report can be generated by teachers from checkpoint data associated with the objectives for development and learning for either birth through kindergarten or birth through third grade. The report displays the levels of a given objective or dimension, showing the number or percentage of children at levels along the progression.

To create a Snapshot by Dimension Report, access the Report area and select **GO** for the Snapshot by Dimension Report.

### When should I use the Snapshot by Dimension Report?

This report is commonly used by teachers to visually compare their assessment results for their class, using colored bands, against widely held expectations.

### Report Criteria

- 1 Under **SELECT CHILDREN**, select a class and/or children.

- 2 You have the option to filter under **CHILD DEMOGRAPHICS**.

- 3 Select a **CHECKPOINT PERIOD**. It is defaulted to include the current period.

Selecting a previous checkpoint associated with birth through kindergarten data will display the birth through kindergarten objectives/dimensions and progressions.

Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions

- 4 Under **INCLUDE DATA**, determine whether to include specific objectives/dimensions. It is defaulted to include all.

**Snapshot By Dimension**

To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."

**Select Children**

Class: All Classes

Children:

Child Break: ☒ Select All ☐ Deselect All

**Child Demographics**

**Checkpoint Period**

- ☐ Fall 2020/2021
- ☐ Winter 2020/2021
- ☐ Spring 2020/2021
- ☐ Summer 2020/2021
- ☐ Fall 2021/2022
- ☐ Winter 2021/2022
- ☐ Spring 2021/2022
- ☐ Summer 2021/2022
- ☐ Fall 2022/2023
- ☐ Winter 2022/2023
- ☒ Spring 2022/2023
- ☐ Summer 2022/2023
- ☐ Fall 2023/2024
- ☐ Winter 2023/2024
- ☐ Spring 2023/2024
- ☐ Summer 2023/2024

**Include Data**

☒ By Objective/Dimension

Select objectives and dimensions

**Include**

☒ Finalized or Unfinalized Checkpoint Level

☐ Finalized Checkpoint Level

**Report Summary**

**Class**

All Classes

**Children**

Name

**Yes**

All

**Checkpoint Period**

Spring 2022/2023

**Include Data**

By Objective/Dimension

**Objectives / Dimensions**

All

**Include**

Finalized or Unfinalized Checkpoint Level

Generate Report

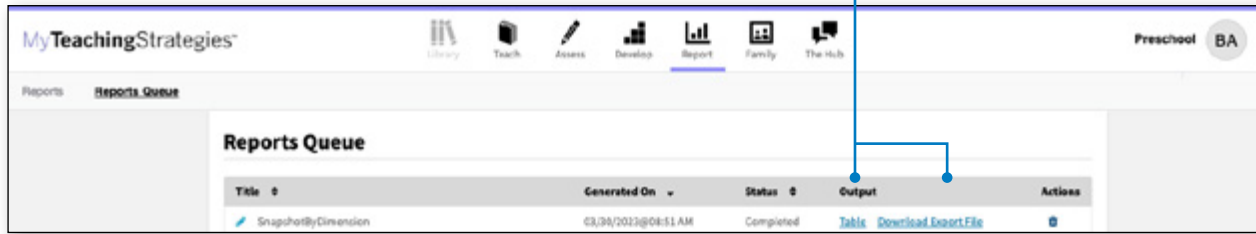
Select **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

Select **GENERATE REPORT**.

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You will be taken to the Reports Queue, where you can view the report as a table or as a downloaded export file.



Both report outputs list a table for each included area.

The objectives/dimensions appear listed down the left side of each table, each including a row for any available ages or classes/grades.

Each row will show the number and percentage of children whose skills, knowledge, and abilities were evaluated at each level for each objective/dimension.

Snapshot By Dimension															
Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.															
Checkpoint Period: Winter 2022/2023															
Table 1: Social-Emotional															
Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade					3 30%	4 40%	1 10%							
1b. Follows limits and expectations	Preschool 3 class/grade					4 40%	3 30%	3 30%							
1c. Takes care of own needs appropriately	Preschool 3 class/grade					2 20%	3 30%	4 40%	1 10%						
1c1. Eating and drinking	Preschool 3 class/grade			1 13.33%	2 26.67%										
1c2. Toileting and personal hygiene	Preschool 3 class/grade				3 100%										
1c3. Dressing	Preschool 3 class/grade				3 100%										
1c4. Personal safety	Preschool 3 class/grade				3 100%										
2a. Forms relationships with adults	Preschool 3 class/grade							4 40%	6 60%						
2b. Responds to emotional cues	Preschool 3 class/grade				2 20%	6 60%	2 20%								
2c. Interacts with peers	Preschool 3 class/grade				2 20%	4 40%	4 40%								
2d. Makes friends	Preschool 3 class/grade			4 40%	3 30%	3 30%									
3a. Balances needs and rights of self and others	Preschool 3 class/grade					8 80%	2 20%								
3b. Solves social problems	Preschool 3 class/grade						8 80%	2 20%							
Table 2: Physical															
Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
4. Demonstrates traveling skills	Preschool 3 class/grade					1 20%	4 40%	2 20%	2 20%	1 10%					
5. Demonstrates balancing skills	Preschool 3 class/grade					1 20%	2 20%	5 50%	2 20%						
6. Demonstrates gross motor	Preschool 3 class/grade					1 20%	4 40%	2 20%	2 20%						

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# Alignment Report

The Alignment Report enables teachers to quickly see how the children in their classrooms are developing in relation to the, *The Head Start Child Development and Early Learning Framework*.

The Alignment Report shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the Head Start or standards.

To begin creating your report, access the Report area and select **GO** for the Alignment Report.

## When should I use the Alignment Report?

This report can be generated all year long to see how your assessment data aligns to other standards and measures your program uses.

## Report Criteria

- 1 Customize your report by selecting the appropriate **CLASS**, **CHILDREN**, **CHECKPOINT PERIOD**, **STANDARD(S)**, which levels to include, and if you'd like to include **ARCHIVED CHILDREN**. You also have the ability to filter by specific demographic information under **CHILD DEMOGRAPHICS**.

- 3 Select **GENERATE REPORT**.

- 2 Choose an **OUTPUT** type.

**Alignment Report**

**Select Children**

Class: All Classes

Children: All Children

Yes: All

Checkpoint Period: Summer 2023/2024

**Select Standards**

Standard Set: Head Start Early Learning Outcomes Framework - Preschool 3 domains

**Approaches to Learning (36 to 48 Months)**

Sub-domain: Emotional and Behavioral Self-Regulation

Sub-domain: Cognitive Self-Regulation (Executive Functioning)

Sub-domain: Initiative and Curiosity

Sub-domain: Creativity

**Include**

Finalized or Unfinalized Checkpoint Level

Finalized Checkpoint Level

**Report Level**

Class

**Include in Excel Output**

Profile of Children in This Report

Criteria Used in This Report

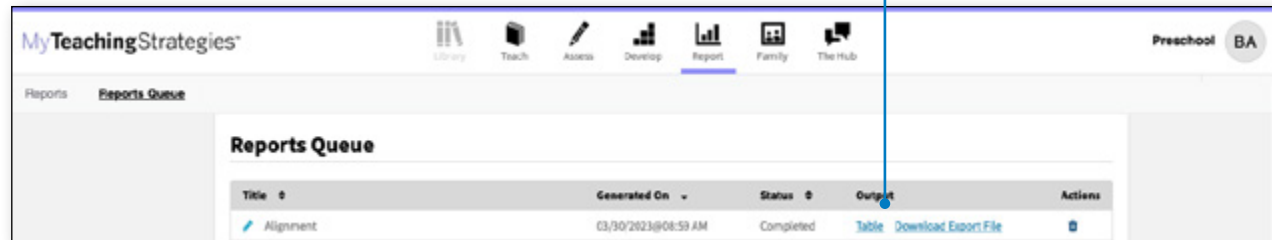
**Generate Report**



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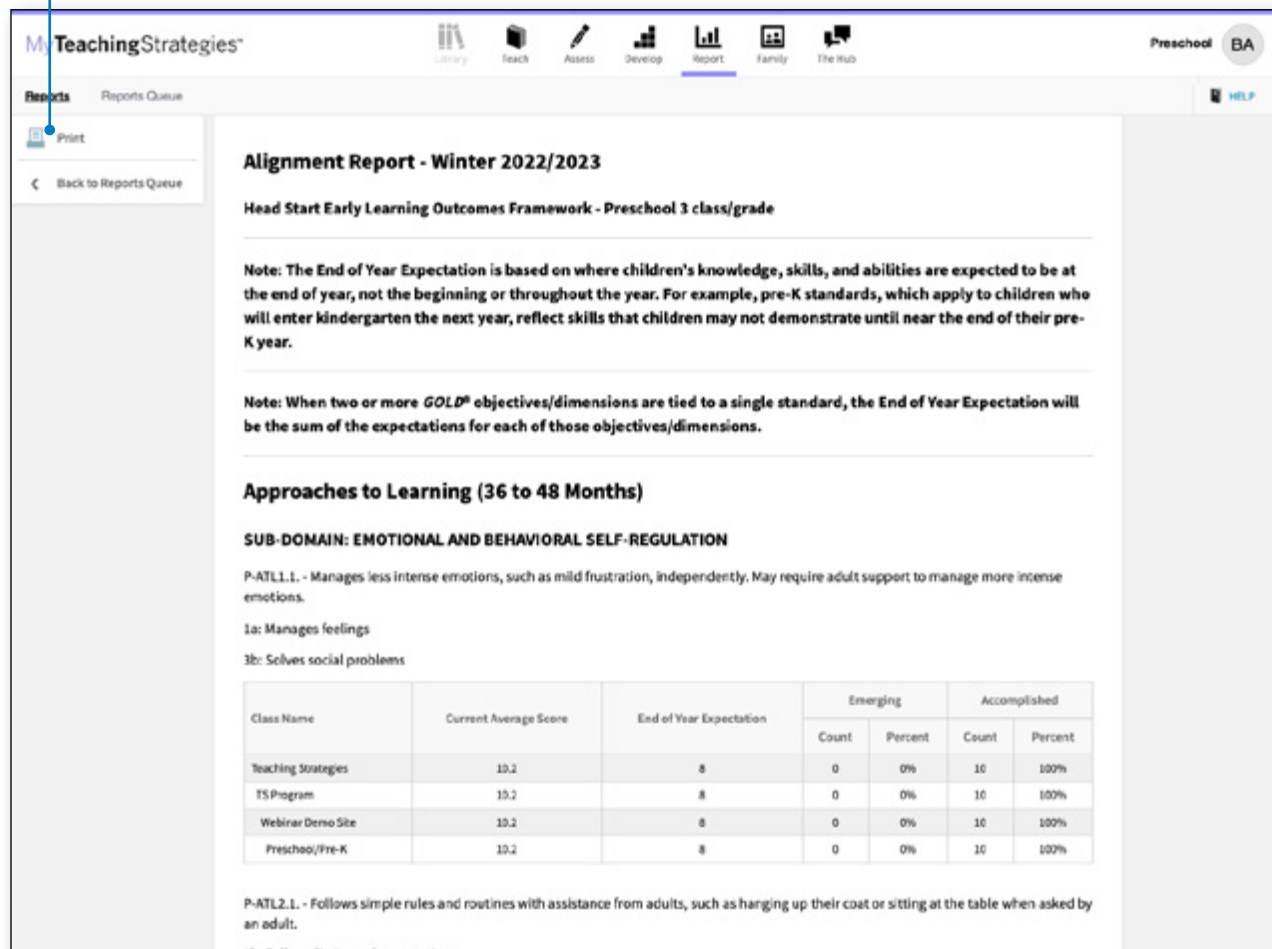
4

You will be taken to the Reports Queue. Once the report has generated, select the **TABLE** link. The report will appear in your browser.



5

Select **PRINT** in the left-hand navigation to print the report. Select Browser Print for an HTML version, or PDF Generation for a PDF version.





My**Teaching**Strategies®

# Family

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Manage Family Members

Manage Family Communications

View Shared Resources

Access the Resources Library

View Monthly Home Playlists

Family Conference Form

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# Manage Family Members

Teachers can add accounts for family members and then invite them via email (and optionally text message) to use the Teaching Strategies Family app.



Scan QR code to learn more.

- 1 To add new family members navigate to the Family Engagement sub-navigation of the Family area.
- 2 Select **MANAGE FAMILY MEMBERS** in the left navigation.

**Manage Family Members**

Manage the family members associated with your children and invite them to create an account in Teaching Strategies Family. Resources shared with a child's family will be shared with all family members associated with that child. Click the Add Family Member button to get started.

[Add Family Member](#) [Invite](#) [Delete](#)

Rows per page: 25 1-2 of 2

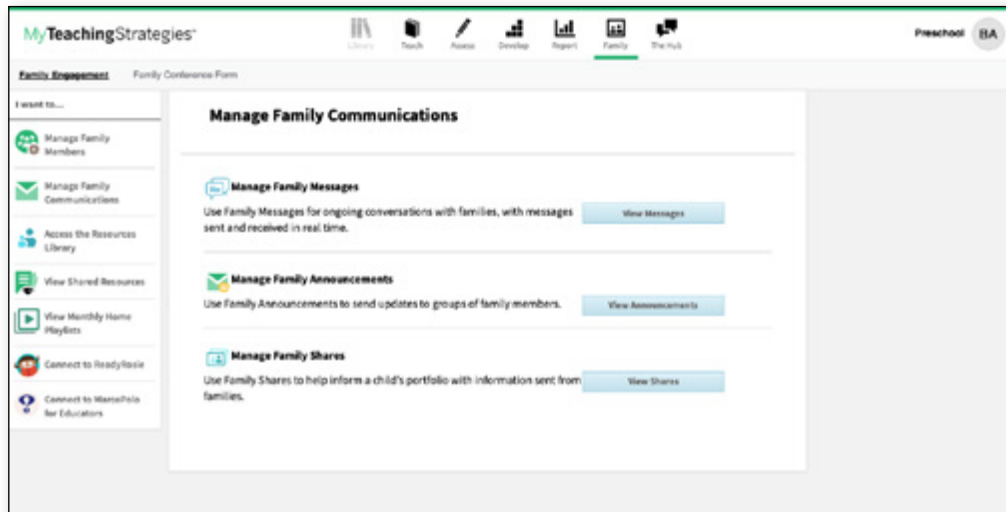
Select All	Child Name	First Name	Last Name	Email Address	Mobile Phone	Home Phone	Relationship	Preferred Language	Date Invited	Status
<input type="checkbox"/>	Sofia Fernandez	Jorge	remandez	tinreects@gmail.com	+1 555 555 5555	+1 333 333 3333	Father	English		Connected
<input type="checkbox"/>	Jonathan Hurst	Grace	Hurst	tinreects@gmail.com	+1 555 555 5555	+1 333 333 3333	Mother	English		Connected

- 3 Select **ADD FAMILY MEMBER**.

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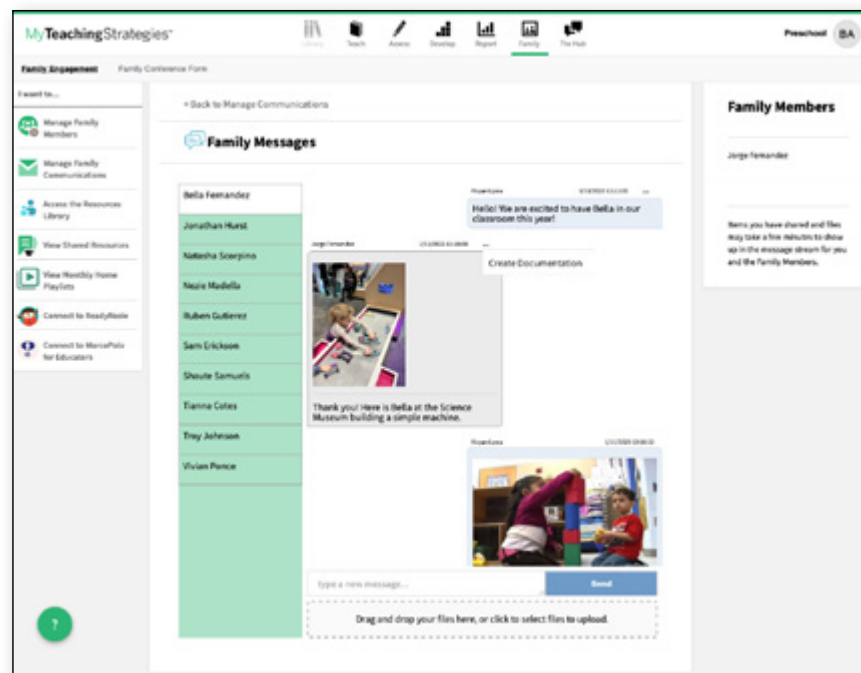
## Manage Family Communications

In Manage Family Communications, teachers can engage with family members using the Teaching Strategies Family app. You can participate in a back-and-forth chat conversation in Manage Family Messages, send a message with an attachment to all families in Manage Family Announcements, and convert family observations into documentation in Manage Family Shares.



### Manage Family Messages

Send messages to family members of individual children in your class who are connected to the Teaching Strategies Family app. You can include text, photos, videos, and other files. You can also review messages families have sent to you from their app. Select the three dots icon for any family message you wish to convert into documentation.



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## Manage Family Announcements

Send announcement messages to one, multiple, or all family members who are connected to the Teaching Strategies Family app. You can include text and a PDF, PNG, or JPG attachment. Families will find sent announcements at the top of the home screen of their Teaching Strategies Family app.

**Manage Family Announcements**

Send announcements to one or more of your children's family members. Family members can access these Announcements in the Teaching Strategies Family website or mobile app.

**Select an action**

- ☒ Create a new announcement
- ☐ View sent announcements

**Select Family Members**

Select All	Child	Family Members
<input checked="" type="checkbox"/>	Bella Fernandez	Jorge Fernandez

**Subject**

**Body**

**Announcement Summary**

**Family Members**  
All

**Subject**  
None

**File Attached**  
None

**Add File**

Maximum attachments: 1  
File types allowed: PDF, PNG, JPG

**Send**

## Manage Family Shares

Review any observations family members have shared with you after interacting with media and activities on their Teaching Strategies Family App. Select View to convert a shared family observation into documentation. If the family observation is from a Guided Learning Experience or family Mighty Minutes activity, the primary objective/dimension will automatically be tagged to the documentation.

**Manage Family Shares**

Manage the observations shared with you by your children's family members. Select any or all of the criteria below to filter the list of Family Shares.

Child: All | Shares to Display: New Shares | Activity Type: All | Activity Name: All

Select All	Child	Family Member	Date Shared	Activity Type	Activity Name	Family Share	Documentation Created
<input type="checkbox"/>	Bella Fernandez	Jorge Fernandez	03/30/2023	Mighty Minutes®	Action Counting	Bella was able to perform all ...	<a href="#">View</a>

**View Family Member Share**

Date: March 30, 2023

From: Jorge Fernandez

Child(ren): Bella Fernandez

Activity: Action Counting: Mighty Minutes®

Message from Family Member

Bella was able to perform all actions in the activity.

[Close](#) [Archive](#) [Create Documentation](#)

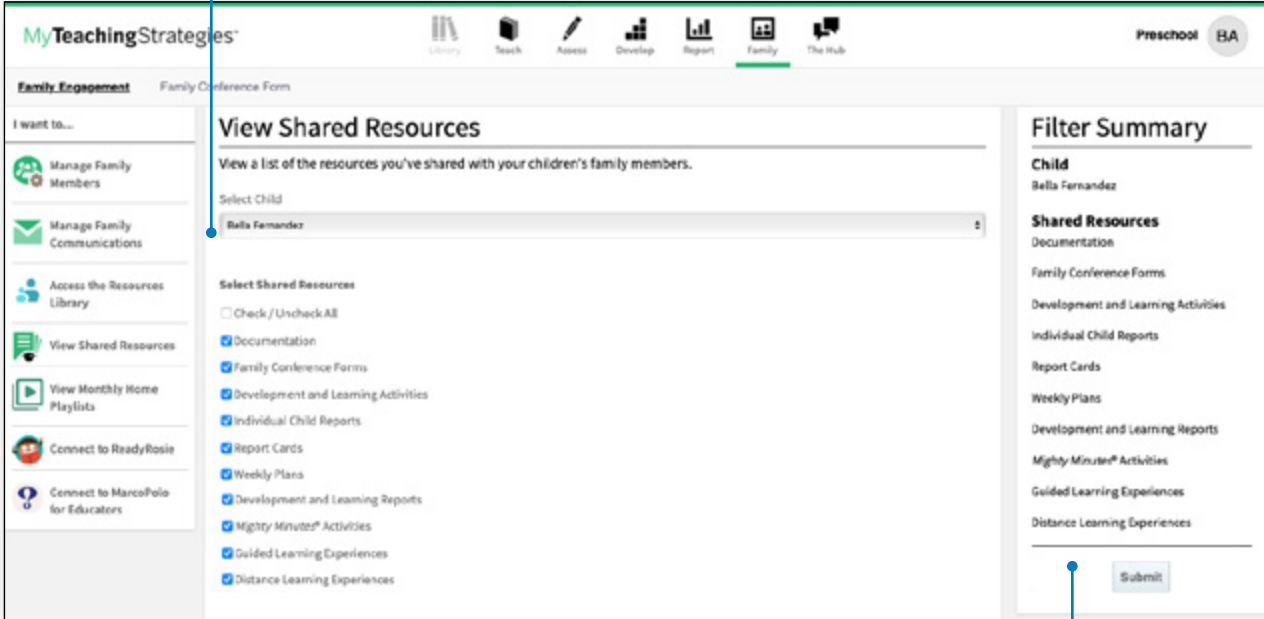
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## View Shared Resources

Teachers can easily keep track of what has been shared so far with each child's family member, including documentation, weekly plans, reports, activities, and family conference forms.

To access what has been shared with families, navigate to the Family area. Select Family Engagement in the sub-navigation. Select View Shared Resources in the left navigation.

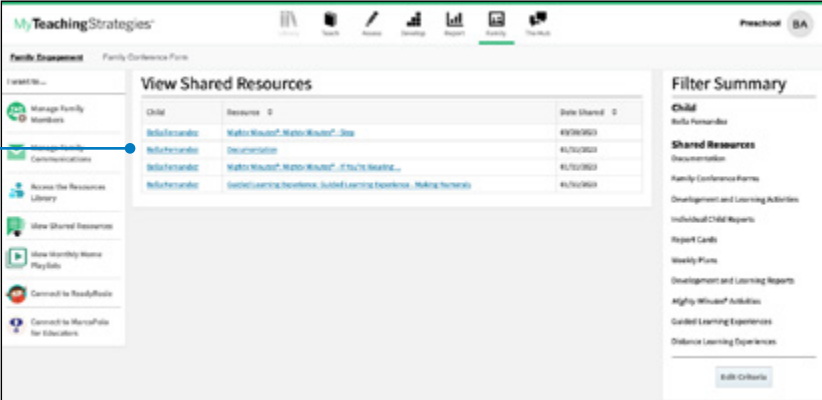
1 Select a child from the **SELECT CHILD** dropdown.



2 Select the shared resources you wish to view and select **SUBMIT**.

A list will appear with all resources that have been shared with family members by any teacher in that child's class. These resources appear from most recently shared to first shared, but can be sorted from first shared to most recently shared.

- 1 Select a child's name to navigate to that child's profile. Select a resource, which will open up for you to review.



Child	Resource	Date Shared
Bella Fernandez	Mighty Minutes® Mighty Minutes®_Jana	4/26/2023
Bella Fernandez	Documentation	4/26/2023
Bella Fernandez	Mighty Minutes® Mighty Minutes®_If You're Reading...	4/26/2023
Bella Fernandez	Guided Learning Experiences, Guided Learning Experiences, Making Friends	4/26/2023

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## Access the Resources Library

Teachers can share Development and Learning activities with family members via the Resources Library found within the Family area.

### Development and Learning Activities

Teachers will search for Development and Learning activities to share with families by age or class/grade and/or by area(s) of development and learning. To search for Development and Learning activities to share with family members:

- 1 In the Family area, select **FAMILY ENGAGEMENT**.
- 2 Select **ACCESS THE RESOURCES LIBRARY** in the left-hand navigation.
- 3 The Resource Type should be set to "Development and Learning Activities." Select an **AGE OR CLASS/GRADE**.
- 4 Select one or more **AREA(S) OF DEVELOPMENT AND LEARNING**.
- 5 Select **SUBMIT**.

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Activities with a primary objective that fall within the selected area of development and learning that are appropriate for children on the selected age or class/grade will appear on the following screen. These activities will be listed in English, and where linguistically appropriate, in Spanish.

**6** Select **VIEW** to preview or print the activity.

**7** Select **SHARE** to share the activity with family members.

The screenshot displays the MyTeachingStrategies GOLD Family Engagement interface. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family' (selected). The user is logged in as 'Preschool SJ'. The main content area is titled 'Resources Library: Development and Learning Activities'. On the left, there are links for 'Manage Family Members', 'View Shared Resources', and 'Access the Resources Library'. The central table lists activities, with the first row being 'Active Listening (English)' under the 'Social-Emotional' area of development for 'Preschool 3 class/grade'. Each row has 'View' and 'Share' buttons. A callout box shows a preview of the 'Active Listening' activity document, which includes primary objectives, why it's important, materials, and steps. A second callout points to the 'Share' button in the table.



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## View Monthly Home Playlists

In View Monthly Home Playlists, you can view, download, and print the monthly home playlists that appear on the home screen of the Teaching Strategies Family app.

The screenshot displays the MyTeachingStrategies Family Engagement interface. The top navigation bar includes icons for Library, Teach, Assess, Develop, Report, Family (selected), and The Hub. The user is logged in as 'Preschool BA'. The left sidebar lists various family engagement options: Manage Family Members, Manage Family Communications, Access the Resources Library, View Shared Resources, View Monthly Home Playlists (highlighted), Connect to ReadyRosie, and Connect to MarcoPolo for Educators. The main content area is titled 'View Monthly Home Playlists' and includes a brief explanation of the playlists. Below this, a table lists the months from August to December, each with links for English and Spanish versions. The 'August Monthly Home Playlist' is expanded, showing a personalized greeting, a 'Try This!' section with a 'Modeled Moment' activity, a 'More Fun at Home' section with an ebook and a teamwork activity, and a 'Need a Challenge' section. A 'Something to Consider' section is partially visible at the bottom.

**View Monthly Home Playlists**

Click the links below to view the Monthly Home Playlists that are delivered to family members on the first Monday of each month via the Teaching Strategies Family mobile app or the Tadpoles Parent mobile app.

Month	English	Spanish
August:	<a href="#">English</a>	<a href="#">Spanish</a>
September:	<a href="#">English</a>	<a href="#">Spanish</a>
October:	<a href="#">English</a>	<a href="#">Spanish</a>
November:	<a href="#">English</a>	<a href="#">Spanish</a>
December:	<a href="#">English</a>	<a href="#">Spanish</a>

**August Monthly Home Playlist**

Hi, [child's name] family,  
Talking about your day is a great routine to follow in your family. If you have a young baby, it might be you telling your infant about your day, but as children grow and develop language of their own, they will take the lead and share about their day as well!

**Try This!**

**MODELED MOMENT**  
**All About My Day**  
<https://tinyurl.com/St5ev7ff>  
Tap here to play.

At dinner or at bedtime, make a habit of reflecting together about the events of your child's day. Ask questions like: What was the first thing you did after you woke up this morning? What did you do before lunch? What did you do between school and dinnertime?

**Why It's Important**  
Developing the concept of time can be challenging. Start by incorporating time-related words such as *today*, *tomorrow*, *before*, and *after*.

**Not Ready Yet**  
Instead of quizzing your child about his or her day, ask about the afternoon. For example, "Let's talk about your afternoon. What did you do after lunch? What happened next? What did you do before dinner? What happened afterwards? What did we do right before we came to bed?"

**Need a Challenge**  
Create a chart with three sections: morning, afternoon, and

**More Fun at Home**

**EBOOK**  
**Bear's School Day**

**MIGHTY MINUTES®**  
**Tiny Teamwork**

1. Talk with your child about how ants work together to build their homes and collect their food.
2. Ask, Do you think we can clean up our home like ants?
3. Sing the following to the tune of "BINGO."

Ants help each other as they work,  
They always work together.  
Let's clean up like ants,  
Let's clean up like ants,  
Let's clean up like ants,  
We can work together.

**Something to Consider**



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# Family Conference Form

Once teachers have entered preliminary levels or checkpoint ratings for a child's knowledge, skills, and abilities, they can create a Family Conference Form for that child.

**1** In the Family area, select **FAMILY CONFERENCE FORM**.

**2** In the Action column, select **CREATE** next to the appropriate child's name.

**3** Enter the date of the conference and the names of family member(s) who will be participating.

**4** Click the + sign next to **DESCRIBE THE STRENGTHS WITHIN THE AREAS OF DEVELOPMENT** to reveal the objectives/dimensions. Here you will select the topics you'd like to include in your conversation with the child's family. Select the objectives/dimensions you'd like to include and click **SAVE & CONTINUE** to edit your form.

**5** Click the + sign next to **LANGUAGE** to choose which language

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## Entering Data

Select **VIEW** to see your form.

6 On the second screen, enter information about the child's strengths in the developmental areas and the content areas.

7 If documentation is available for the objective/dimension chosen, you can include this in your report by selecting the checkbox next to the documentation.

The screenshot shows the 'Family Conference Form' for a child named Bella Fernandez. The form is titled 'Customize Strengths in Areas of Development for Bella Fernandez' and is for the period 'Spring 2022/2023'. It lists two objectives: 'Physical 7a. Level 2: Reaches for, touches, and holds objects purposefully' and 'Language 8a. Level 2: Shows an interest in the speech of others'. Each objective has a text area for documentation and a checkbox to 'Show Objective & Dimension on form?'. The 'Save' and 'Save & Continue' buttons are at the bottom right.

1. View button in the left sidebar.

2. Back to child form link.

3. Step 2 instruction: 'Step 2: Customize the strengths for each objective/dimension, and include supportive documentation from the list to the right of each objective/dimension:'.

4. Title: 'Customize Strengths in Areas of Development for Bella Fernandez'.

5. Period: 'Spring 2022/2023'.

6. Objective: 'Physical 7a. Level 2: Reaches for, touches, and holds objects purposefully'.

7. Documentation checkbox: '2/22/2023 00:00:00'.

8. 'Show Objective & Dimension on form?' checkbox (Yes/No).

9. 'Save' button.

10. 'Save & Continue' button.

5 If you would like to include the objective and dimension on the form (to help explain the level and the documentation), select **YES**.

8 Click **SAVE & CONTINUE** to proceed.

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## Plan for Development and Learning

9

On the third screen, enter your plans for promoting the child's development and learning. Underneath your notes, you will see language that describes the knowledge, skills, and abilities the child is likely to develop next.

10

Select the skills and abilities that you would like to discuss or those you think the family is most interested in. Click **SAVE & CONTINUE**.

The screenshot shows the 'Family Conference Form' for Bella Fernandez. The form is titled 'Plan for Development & Learning Bella Fernandez' and is for the period 'Spring 2022/2023'. It includes a section for 'Support Bella Fernandez to:' with a text area for notes. Below this, there are three sections for skills and abilities: 'Physical' (Begin to use fingers and whole-arm movements to manipulate and explore objects), 'Language' (Begin to identify familiar people, animals, and objects when prompted), and 'Literacy' (Begin to recognize and name a few letters in own name). At the bottom right, there are 'Save' and 'Save & Continue' buttons.

## Options Upon Completion

In the left-hand column you can choose to edit or print the form.

The screenshot shows the 'Family Conference Form for Bella Fernandez' with the 'Options Upon Completion' section. On the left, there are three buttons: 'Edit', 'Print', and 'Share with Family'. The main form area shows the 'Family Conference Form for Bella Fernandez' with the following information: Period: Spring 2022/2023, Date: 03/31/2023, Child Name: Bella Fernandez, Family Member(s): Mom + Dad, Teacher(s): Vivyan Lyssa. The form also includes sections for 'Describe Bella Fernandez's strengths in physical and language development' and 'Plan for Bella Fernandez's development & learning'. At the bottom, there are lines for 'Teacher(s) Signature(s)' and 'Family Member(s) Signature(s)'.

Select **EDIT** to edit the form.

Select **PRINT** to print the form.

To share the form with any family members linked to the child's account, select **SHARE WITH FAMILY**.

# Settings

---



Manage My Profile

Setting Up a Class

Request OSEP Exit

Child Records

Home Language Survey

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## Settings

In the Settings area of MyTeachingStrategies® you can check your messages, manage your user profile, manage your classes, toggle to a different classroom, or log out.

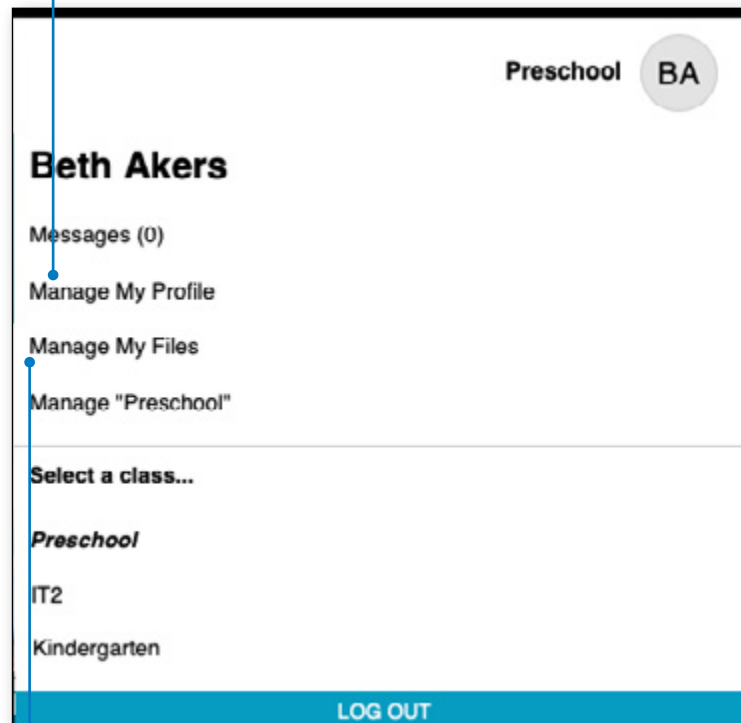
To access your settings, select the icon with your initials at the far right of the navigation bar.



## Manage My Profile

To update your profile settings, select **MANAGE MY PROFILE** from the settings drop-down menu. Here you will be able to update your personal information, change your username or password, view security questions, add classes, and access your messages.

If your class and children's records are not set up by your administrator, you may want to ask whether you need to keep any special program-specific instructions in mind as you set up.



### MANAGE MY FILES

In My Files, you can access all the documents you have chosen to print.

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## Setting Up a Class

To start using MyTeachingStrategies®, you need to set up a class and enter information about the children. From the settings drop-down menu, select **MANAGE MY PROFILE**, and select My Classes from the sub-navigation. Here you can pull a class list, and add, delete, or manage classes.

Placement in infants, toddlers, and twos classes depends on the child's birth date. Preschool, preK, and Kindergarten classes are identified according to the curriculum you are teaching rather than the children's ages.

### Adding a New Class

The screenshot shows the 'MyTeachingStrategies' interface. The top navigation bar includes 'My Profile', 'Change Username', 'Change Password', 'My Classes', 'Optional Settings', and 'Messages'. The 'My Classes' section is active, showing a 'Back to all classes' link and an 'Add New Class' form. The form has a 'Class Name\*' text input field and a section titled 'Ages or Classes/Grades\*' with radio button options: 'Birth to 1 year (Red)', '1 to 2 years (Orange)', '2 to 3 years (Yellow)', 'Preschool 3 class/grade (Green)', 'Pre-K 4 class/grade (Blue)', 'Kindergarten (Purple)', '1st Grade (Pink)', '2nd Grade (Silver)', and '3rd Grade (Brown)'. A 'Save' button is at the bottom right. An overlay on the right shows the user profile for 'Beth Akers' with a 'Preschool BA' header, a list of menu items (Messages (0), Manage My Profile, Manage My Files, Manage "Preschool"), a 'Select a class...' section with 'Preschool', 'IT2', and 'Kindergarten' options, and a 'LOG OUT' button at the bottom.

1 To add a class, select the **ADD CLASS** button.

2 Enter a class name that is appropriate for reporting purposes.

3 Select the appropriate age or classes/grade that applies to your class. If you teach a mixed-age class, base your selection(s) to include the ages/grades in your classroom.

4 Click **SAVE**.

> Back to **Settings** table of contents

## Request OSEP Exit

Teachers will need to request an exit of child records on an IEP or IFSP when that child record stops receiving services, is transitioning to kindergarten, or if another reason for exit occurs.

Initiate an OSEP exit request by selecting **MANAGE MY CLASS** in the profile drop-down menu.

Select **REQUEST OSEP EXIT** in the left-hand navigation.

A list of child records who have an IEP or IFSP will appear.

Follow the on-screen instructions to exit a child from these services, check exit eligibility, or recall an exit request that has not yet been approved.

**Request OSEP Exit**

These children in your class are currently receiving IEP/IFSP services. To exit a child from these services, check exit eligibility, or recall an exit request that has not yet been approved, first use the fields besides the child's name to select an exit date, exit tool, and exit reason for that child. Then, select the checkbox at the end of that child's row. Use the drop-down box to the left of the Submit button to select "Check Exit Eligibility", "Request Exit", or "Recall Exit Request", and then select Submit.

When you check the exit eligibility of children, the page will display statuses of "Eligible for Exit", "No Entry Data", "No Exit Data", or "No Entry and Exit Data". When you leave the page, the Status column will revert to display the status of "No Exit Date, Tool, or Reason". If you submit an exit request for a child and leave this page, the Status column will display the "Exit Requested" status for that child when you return.

Child	IEP/IFSP Entry Date	Exit Date	Days Receiving OSEP Services	IEP/IFSP Entry Tool	Exit Tool	Exit Reason	Status	
Maddie Reed	01/03/2021	03/30/2023	816	Other	Other	Exit	No Exit Date, Tool, or Reason	<input type="checkbox"/>

Request Exit Submit

Child records that have been requested for exiting will no longer appear on the Request OSEP Exit list, and your administrator can then exit those records.

> Back to **Settings** table of contents

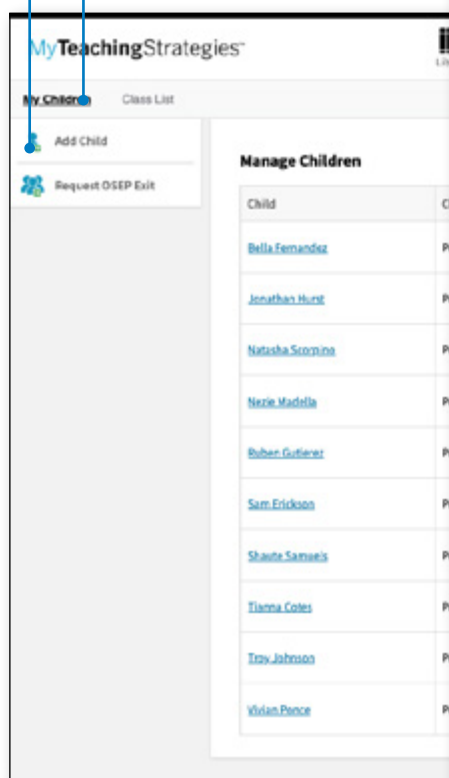
## Child Records

Once you have set up your class(es), you can begin adding children's names as well as demographic and other relevant information.

### Add a Child's Record

1

To add a child, select **MY CHILDREN** from the Manage My Class sub-navigation and select the **ADD CHILD** button.



2

For infants, toddlers, and twos classes, the system will automatically generate an age or class/grade designation based on the child's birth date. For all other classes you will need to assign a class/grade for each child.

3

If applicable, select **YES** to track Spanish language and literacy objectives for this child.

Assess this child using the Spanish Language and Literacy Objectives?\*

☒ Yes  
☐ No

Select Edit to upload a child profile picture



> Back to **Settings** table of contents

# Home Language Survey

The Home Language Survey determines whether Objective 37, "Demonstrates progress in listening to and understanding English," and Objective 38, "Demonstrates progress in speaking English" (the English language acquisition objectives) will be included for this child. When Home Language Survey results indicate that the use of these objectives is appropriate, they are automatically added to the child's record. The Home Language Survey should be completed for all children at the beginning of the school year.

The survey is only available in  
Preschool, preK, Kindergarten,  
and 1<sup>st</sup>–3<sup>rd</sup> grade classes.

**Home Language Survey - Gideon Viki**

The English Language Acquisition objectives are to be used as needed with children age 3 and older whom you classify as English or dual language learners. In order to determine whether or not to use the English Language Acquisition objectives (Objectives 37 & 38) you will need to gather information about what language the child and his or her family members use at home, and what language the child uses while he or she talks with the teachers and other children in the classroom. While the English Language Acquisition objectives are not used with very young children, this information should still be collected as useful background information.

Answer the following questions about the child and the family members who care for the child. You will respond by using a scale ranging from "only English" to "only home language." Try to gather as much information as possible to help you answer the questions. If you are unable to answer a question because you do not know the answer or because the child is not yet speaking, circle N/A.

**A. What language do family members use when speaking to the child in the home?**

N/A	1	2	3	4	5
not applicable	only English	mostly English	both equally	mostly home language (not English)	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home language 1	Unknown				
Home language 2	Unknown				

**B. What language does the child use when speaking to family members in the home?**

N/A	1	2	3	4	5
not applicable	only English	mostly English	both equally	mostly home language (not English)	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C. What language does the child use when speaking to other children in the classroom?**

N/A	1	2	3	4	5
not applicable	only English	mostly English	both equally	mostly home language (not English)	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D. What language does the child use when speaking to the teachers?**

N/A	1	2	3	4	5
not applicable	only English	mostly English	both equally	mostly home language (not English)	only home language (not English)
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Submit Cancel**

MyTeachingStrategies®

# Support

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The Hub

*MyTeachingStrategies®* Support Portal

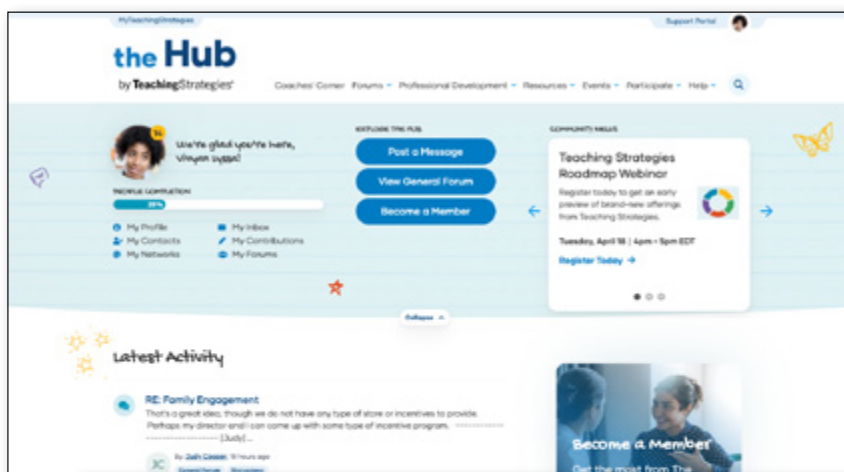
**GOLD User Guide for Teachers**

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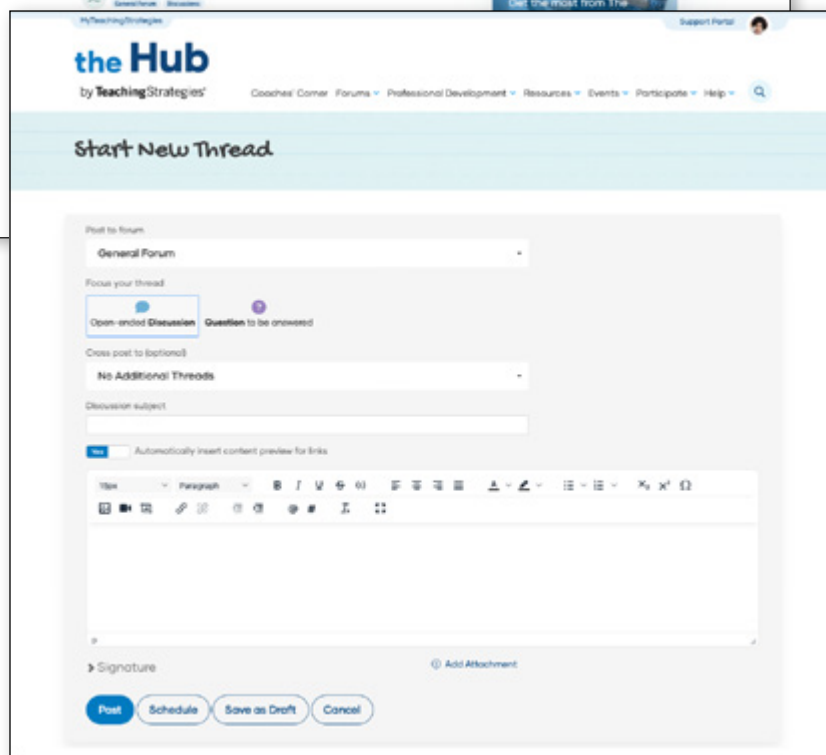
## The Hub

Access The Hub, our professional learning community, to ask questions, connect with other educators, and keep up-to-date with the latest from Teaching Strategies. Select “The Hub” at the top of any screen in MyTeachingStrategies®.

After you accept the Hub Code of Conduct, you will arrive on The Hub home page, where you can access and set up your profile, post a message to the General Forum, and review other discussions currently happening under Latest Activity.



After selecting Post a Message, you can choose to start a new discussion thread or ask a question. Then, type in a subject to your message and your message copy, which can include images, embedded video, external links, hashtags, and attachments. You can even use the @ icon to mention other educators on The Hub. Select Post when you are ready to post.



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Review all of the recent discussion threads and questions in the General Forum to browse the latest activity on The Hub. Select any thread or question to review that conversation.



Select the Like button to like any message, and select Reply to chime in and join the conversation.



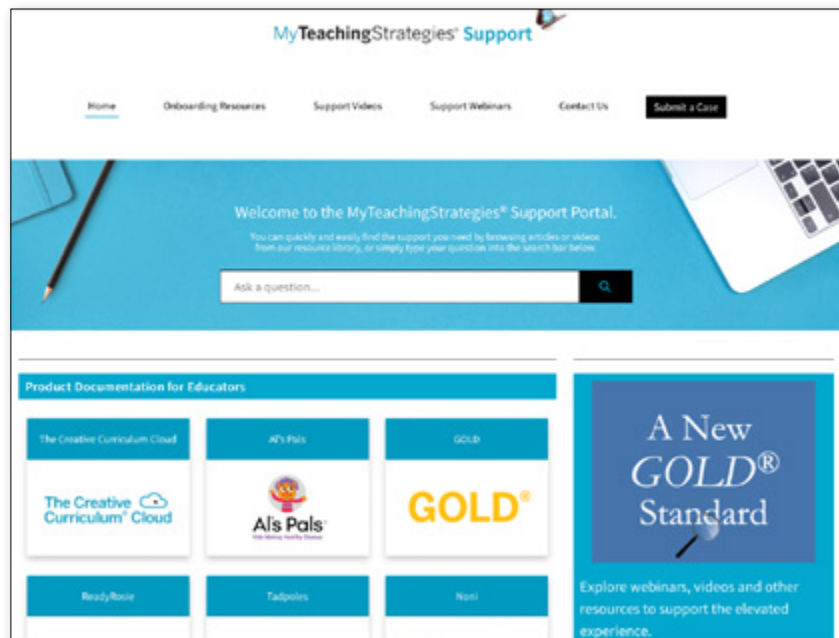
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## MyTeachingStrategies® Support Portal

The MyTeachingStrategies® Support Portal provides users with access to easily searchable support articles and videos, and gives users a simple way to contact our technical support team. Select the support and resources icon on the bottom left corner of any screen in MyTeachingStrategies® to access the Support Portal.



Type in any question you have in the search bar to find related support articles that might answer your question. Select the GOLD tile under Product Documentation for Educators to browse all support resources on GOLD, as well as to access the Ready-Set-Go! video library for GOLD. If you need further technical support, select Submit a Case to contact our team.



# A GOLD® Glossary

## A

### **areas of development and learning**

The objectives for development and learning that drive GOLD® (as well as The Creative Curriculum®) are divided into four broad developmental domains (social–emotional, physical, language, and cognitive) and five content areas (literacy, mathematics, science and technology, social studies, and the arts). A sixth area, English language acquisition, pertains to children who are multilingual learners or who are learning English as a second language. These 10 areas are often referred to as areas of development and learning

### **Assess area**

“Assess” is one of the functional areas of *MyTeachingStrategies*®. This is where you can add and view documentation, set preliminary levels, finalize checkpoint ratings, and check on your own progress in documenting children’s development and learning throughout each checkpoint period. You can navigate to the Assess area from any page in the platform by selecting its icon (a pencil) in the main navigation. You will see a gold bar across the top of the screen whenever you are in the Assess area.

### **At a Glance**

The At a Glance is a main page within the Assess area of *MyTeachingStrategies*®. Here, you can instantly view and act on information regarding your progress toward gathering all required documentation for a checkpoint period. It is the default view whenever you first navigate to the Assess area.

### **assessment cycle**

Assessment cycle refers to the ongoing cycle of observing and collecting facts; analyzing and responding; evaluating; and summarizing, planning, and communicating to others in order to better support individual children’s development and learning.

## C

### **Checkpoint dashboard**

The Checkpoint dashboard is a main page within the Assess area of *MyTeachingStrategies*®. Here, you can view and act on information regarding finalizing checkpoint ratings. You can access the Checkpoint dashboard via the sub–navigation along the top of the Assess area.

### **checkpoint period**

A checkpoint period is a specific amount of time designated for collecting evidence of children’s progress. Most programs set three checkpoint periods (fall, winter, and spring), although year–round programs often add a fourth (summer). Each checkpoint period is bound by specific beginning and ending dates. A program may choose its own checkpoint dates, or it may defer to the default dates assigned in GOLD®. A checkpoint period is similar to what programs for older students call a marking period or grading period. The end of the period—when teachers typically determine final ratings based on all of the documentation they have collected, generate reports about each child’s progress, and share information with families—is sometimes referred to as simply the “checkpoint.” Reports and other conclusions drawn at the end of a checkpoint period constitute summative assessment data.

**child assessment portfolio**

A child assessment portfolio is a collection of evidence that a child has demonstrated particular skills and abilities related to the objectives for development and learning. Although at one time all child assessment portfolios comprised physical artifacts, most documentation is now stored digitally in GOLD® through the Assess area of *MyTeachingStrategies*®.

**color bands**

Color bands (or colored bands) in the progressions of the objectives for development and learning are bars or lines that signify the age or class/grade ranges for widely held expectations.

**The Creative Curriculum®**

The Creative Curriculum® is a widely used, comprehensive, and research-based early childhood curriculum. Editions are available for infants, toddlers, and twos programs; preschool programs; kindergarten programs; and family childcare settings. The curriculum includes both knowledge-building foundation volumes and engaging Daily Resources, such as Intentional Teaching Experiences and Mighty Minutes®. The GOLD® assessment system emerged from early use of The Creative Curriculum®. The two continue to inform and support each other and are based on the same set of objectives for development and learning.

**D****Dimensions**

Dimensions are specific aspects or subskills of an objective. See also: objectives for development and learning.

**documentation**

Documentation/evidence of learning can be an anecdotal record or other note, photo, video, audio recording, or work sample that a teacher collects during the normal course of children's actions and interactions. Families may also choose to provide documentation of their children's learning.

Note that these two terms—documentation and evidence—are often used interchangeably.

**E****Evidence**

Documentation/evidence of learning can be an anecdotal record or other note, photo, video, audio recording, or work sample that a teacher collects during the normal course of children's actions and interactions. Families may also choose to provide documentation of their children's learning.

Note that these two terms—documentation and evidence—are often used interchangeably.

**examples**

Examples (in a progression) are different ways that children may show what they know and can do. All indicators in the progressions of development and learning include examples. See also: progression.

## F

### **finalized checkpoint levels**

Finalized levels are final checkpoint ratings. These levels are what teachers commit to when deciding where children's knowledge, skills, and abilities are for a checkpoint period. Teachers may finalize levels at any point during a checkpoint period, but, since children are continuously demonstrating new skills and abilities, most teachers find it makes the most sense to wait until the last few weeks of the checkpoint period to begin selecting unfinalized and then finalized levels. See also: preliminary levels, unfinalized levels.

### **formative assessment**

Formative assessment in the early childhood classroom is the process of collecting, reviewing, and responding to a child's demonstrated skills and abilities and could just as easily be called informative assessment, since that's exactly what it does—it informs a teacher's understanding of a child's current abilities to help individualize future learning experiences that gently challenge a child without frustrating him. Formative assessment can (and should) happen frequently, repeatedly, and at a variety of times and places so that teachers are consistently aware of what each child knows and can do. See also: summative assessment.

## G

### **Guided Learning Experiences/Guided Learning Plans**

Guided Learning Experiences are family-facing versions of Intentional Teaching Experiences. These provide short, engaging activities that families can use with children at home, using only materials generally found in the home of a young child. Teachers may either print copies to send home or share them digitally. See also: Intentional Teaching Experiences.

Guided Learning Plans comprise a carefully curated selection of learning experiences for families to use at home. Each set of Guided Learning Plans aligns with an investigation from a specific study in *The Creative Curriculum*®. Teachers may share them with families from the Family area of *MyTeachingStrategies*®.

## H

### **Home Language Survey**

To help you determine which children in your class are English-language learners/dual-language learners, we recommend using a combination of teacher observation, teacher judgment, and a home-language survey that you complete with family input.

The Home Language Survey determines whether the GOLD English language objectives\* will be included in a child's record in *MyTeachingStrategies*®. As you add children to your class in *MyTeachingStrategies*® (through the "Manage Children" action within your profile), you will see the survey.

\*Objective 37, "Demonstrates progress in listening to and understanding English"

\*Objective 38, "Demonstrates progress in speaking English"

You can find a printed copy of the Home Language Survey in the volume Objectives for Development & Learning: Birth Through Third Grade or download a copy here by clicking on the Resources tab in the upper-left corner. Both versions may be reproduced for use with families. We suggest completing the online version within *MyTeachingStrategies*®, however, so that the system knows whether to enable the objectives for English language acquisition for a child.



## I

### **Indicators**

Indicators are the knowledge, skills, and abilities that children demonstrate at each even-numbered level of a developmental progression.

### **Intentional Teaching Experiences**

Intentional Teaching Experiences describe playful, engaging activities that can be implemented throughout the day. They support social-emotional, physical, and language development as well as content learning in literacy and mathematics. They are typically offered during small-group time, but many are also appropriate for large-group, outdoor, and one-on-one experiences. Intentional Teaching Experiences include a Teaching Sequence that suggests simple variations on the main activity to help teachers individualize instruction. When teachers set preliminary ratings for documentation within the same area as an Intentional Teaching Experience, the data automatically informs the Teaching Sequence.

## L

### **levels (even-numbered)**

The rating scale used in the progressions of development and learning uses numbers called levels. Each articulated milestone along the progression is assigned an even-numbered level. See also: levels (odd-numbered).

### **levels (odd-numbered)**

The rating scale used in the progressions of development and learning uses levels. Odd-numbered levels, which do not align to indicators of their own, allow for more steps in the progression. Odd-numbered levels are used to represent those times when a child's skills are emerging from one even-numbered level to those in the next even-numbered level. Odd-numbered levels are often called "in-between levels" since they signify the time in between a child demonstrating skills indicated at one even-numbered level and the next even-numbered level. In-between levels can also be used to indicate those skills that a child demonstrates inconsistently or only with adult assistance. See also: levels (even-numbered).

## M

### **Mighty Minutes®**

Mighty Minutes® are short rhymes, games, songs, chants, and movement activities that you can use to turn even the smallest in-between times to opportunities for reinforcing skills. These activities, which are included in the Daily Resources of The Creative Curriculum®, may be used with one child or multiple children.

## N

### **Not Observed**

There may be times when you rate a child's skills as "Not Observed." Note that use of this rating requires a unique circumstance, such as excessive absences or recent enrollment in your program.

## Not Yet

Some color bands begin in the Not Yet level of the progression to show that a skill is not a reasonable expectation for a child at that age/grade. For example, it is “not yet” an expectation that a child will be able to write using conventions (Objective 19c, “Writes using conventions”) until she is in kindergarten. Therefore, the progression for this dimension shows the red, orange, yellow, green, and blue color bands as “Not Yet” expectations for the children those color bands represent. “Not Yet” may also sometimes apply to a child with certain developmental delays.

## O

### objectives for development and learning

The objectives for development and learning are statements of widely held expectations for children’s knowledge, skills, and abilities. The 38 objectives for development and learning that drive both GOLD® and The Creative Curriculum® are those most closely aligned with success at school.

### Objectives for Development & Learning: Birth Through Third Grade

If you see *Objectives for Development & Learning: Birth Through Third Grade* written in this way (italicized; with uppercase O, D, and L; using the ampersand symbol [&]; and followed by the phrase “Birth Through Third Grade”), it is a reference to the foundation volume by that name. This publication includes detailed information about all objectives and dimensions as well as strategies for supporting the development of each.

## On the Spot

The On-the-Spot Observation Recording Tool is a checklist that enables you to collect information quickly, either for one child or a group of children. It is designed to streamline the overall process of recording information about certain physical development, literacy, and mathematics objectives. At progress checkpoints, refer to both the On-the-Spot Observational Recording Tool and other documentation before making your final ratings. You can find the On-the-Spot tool in the sub-navigation near the top of your screen in the Assess area of *MyTeachingStrategies*®.

## P

### preliminary levels

Preliminary levels are ratings teachers assign to individual pieces of documentation. These levels allow teachers to create data throughout a checkpoint period to inform their final checkpoint decisions and to continuously inform their instruction.

When setting a preliminary level, you may find it helps to focus first on the indicator in the progression that aligns with the child’s age-group or class/grade level. Then, determine if that indicator seems appropriate or if you need to explore a level to the left or right of your starting point. Choose the indicator that most closely matches the skills and abilities demonstrated by the child. See also: unfinalized levels and finalized levels.

Preliminary levels are ratings teachers assign to individual pieces of documentation. These levels allow teachers to create data throughout a checkpoint period to inform their final checkpoint decisions and to continuously inform their instruction.

When setting a preliminary level, you may find it helps to focus first on the indicator in the progression that aligns with the child’s age-group or class/grade level. Then, determine if that indicator seems appropriate or if you need to explore a level to the left or right of your starting point. Choose the indicator that most closely matches the skills and abilities demonstrated by the child. See also: unfinalized levels and finalized levels.

## **progressions**

Progressions of development and learning (often simply referred to as “progressions”) define the paths that children typically follow when acquiring a skill or ability. The objectives for development and learning include 60 research-based progressions that help you understand a child’s current levels of development and learning and scaffold future learning. Progressions address objectives/dimensions in six of the ten areas of development and learning: social-emotional, physical, language, and cognitive development and literacy and mathematics learning.

Note that when an objective has dimensions, there is no progression provided for the overall objective—instead, there are progressions for its component dimensions. For example, you will find three progressions related to Objective 1, “Regulates own emotions and behaviors,” since it comprises three dimensions known as Objectives 1a, 1b, and 1c. However, Objective 4, “Demonstrates traveling skills,” has no dimensions, and therefore has only one progression. See also: objectives for development and learning.

## **R**

### **roll-up**

Data is said to “roll up” when individual pieces of data are combined into a larger data set. On the Assess area’s At a Glance, data from each objective/dimension is “rolled up” into area-level data. For example, the multiple pieces of documentation you have entered for Objectives 1, 2, and 3 will display as a single piece of information for the Social-Emotional Area.

## **S**

### **summative assessment**

Summative assessment occurs when a teacher reviews documentation, draws conclusions about each child’s development and learning, and summarizes findings at the end of a specified instructional period. Often in summative assessment, a child’s performance is compared against a standard or benchmark to see if a child has acquired knowledge, skills, and abilities that are typical for children her age. Summative assessment is also used to evaluate the effectiveness of a particular curriculum or instructional practices. See also: formative assessment.

## **T**

### **Teach area**

The Teach area is the area of the *MyTeachingStrategies*® digital platform where you can create and store your daily and weekly plans. You can access it by selecting the “Teach” icon from the main navigation on any page of *MyTeachingStrategies*®.

## **U**

### **unfinalized levels**

Unfinalized levels are checkpoint ratings that teachers select based on the preliminary levels they set for documentation, but they are not yet finalized in GOLD®. These levels can be viewed as “in-progress” checkpoint ratings until they are finalized. See also: preliminary levels and finalized levels.

## **W**

### **widely held expectations**

The progressions of development and learning outline research-based widely held expectations for children from birth through third grade. The widely held expectations for each age-group and grade level are represented by color bands that facilitate your quick understanding of them for each progression. Knowing the widely held expectations for the children in your class will help you intentionally scaffold each child's development and learning.

We hope that you found this How-To Guide to be useful and informative. If you have further questions or require additional support, Teaching Strategies offers technical and implementation support through its call center.

Representatives are available by e-mail and phone, Mondays through Fridays, 7:00 a.m. to 9:00 p.m. EST/EDT. A representative may be reached at +1 866-736-5913 or by emailing [support@teachingstrategies.com](mailto:support@teachingstrategies.com). Self-service guidance is also available through the MyTeachingStrategies® Support Portal at <https://teachingstrategies.force.com/portal/s/>.